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ABSTRACT

This subunit on Russian history is part of a unit on the USSR, one of four resource units for an eleventh grade course on area studies. The objectives for the subunit are listed as to generalizations, skills, and attitudes. There are two outlines provided for this subunit. The first identifies generalizations about culture change which might be taught throughout the study of Russian history and shows how events in Russian history can be used to teach them. The second outline provides a possible sequence for teaching the history of Russia. Teaching procedures are placed opposite this second outline. The materials present aspects of cultural continuity between Tsarist Russia and the Soviet Union. This section includes a fairly lengthy presentation of Marxian ideas. A teacher's guide to the entire course is SO 006 320. A teacher's supplement to the unit on the USSR is SO 006 324; other subunits on the USSR are SO 006 325, SO 006 327 and SO 006 328. (Author/KSM)

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SUB-UNIT ON THE HISTORY OF RUSSIA

As you will recall from the introduction to this area-study, two outlines are
for this sub-unit. The first identifies generalizations about culture change
taught through the study of Russian history and shows how events in Russian
can be used to teach them. This outline of content should not be used as the
which Russian history should be studied. Outline 2 provides a possible seque
teaching the history of Russia. The teaching procedures are placed opposite
ond outline.

Although this is a resource unit and teachers are expected to select from the
activities, there are some which are of crucial importance because of the way
they are used to illustrate culture change and continuity. They may be used
stand, or the teacher may substitute some other activity to teach the same co
These activities are preceeded by stars.

SO 006 336

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OBJECTIVES FOR SUB-UNIT ON HISTORY

This sub-unit on history should make progress toward developing the following

GENERALIZATIONS

1. Although culture is always changing, certain parts or elements may persist over long periods of time.
   a. Culture traits may change through a process of diffusion.
      1) People who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.
   b. Culture traits may change as a result of innovation from within a society.
   c. People charge their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture. (People do not change their culture unless they feel a need for change.)
   d. Changes introduced from above or without is more likely to occur if it is enforced, that is, if sanctions are applied to peo
      sires to change, providi
      change they do not feel
   e. Some values are conduciv
      some make change difficu
   f. Persistence of cultural
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      conditions which further
      a reluctance to change.
   g. Certain facets of the so
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      innovation.
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tions are applied to people one desires to change, providing a need for change they do not feel spontaneously.

e. Some values are conducive to change, some make change difficult.

f. Persistence of cultural traits may be a result of the lack of exposure to conditions which further change or to a reluctance to change.

g. Certain facets of the social structure may inhibit marked social change and innovation.

   1) Class structure may inhibit social change because upper class members will fear loss of rights and not accept ideas of people of lower classes.

      a) Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change. (Those on top tend to rationalize the justice of the stratification system as something natural.)

      b) The division of labor and responsibilities among castes produces a mutual interdependent, very stable, and slow-changing society.

c) The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

2) Family structure and communal structure may make change difficult.

3) When an individual is strongly attached to a group and is in continuing contact with it, his group-anchored beliefs and behaviors are much less likely to change than as if he is far removed from the group.

2. A given culture is an integrated whole, based on fundamental postulates or values.

a. All the institutions in a society are related; because of this interrelationship, a change in one institution is likely to affect other institutions. (Changes in the family are reflected in other institutions and changes in other institutions are reflected in the family.)

b. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or what
is a part of the cultural sys

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3. Each culture is unique.

4. Political revolutions are usuall
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6. Members of a class can move out
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*1) Technological change may create serious problems in a society.

3. Each culture is unique.

4. Political revolutions are usually the result of multiple causes.

5. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

   a. Control of one or a few scarce things may enable the group to get control of other scarce and valued things and thus pyramid their control or power.

   b. Class membership has certain effects on life and behavior (class correlates).

   c. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis on each.

   d. If an individual is aware of his membership in a class, this awareness may affect his behavior.

6. Members of a class can move out of a class by various means, and this mobility may be up or down.

a. The more widespread the system of education, the greater the mobility between classes.

b. The more industrialized and urbanized the society, the more differentiated and open the system of stratifications; the less industralized and urban the society, the less the mobility between classes.

7. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as labor or wealth.

   a. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.

   b. Struggle may bring together otherwise unrelated groups. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are involved.

   c. Groups engaged in continued struggle with the outside tend to be intolerant within. They are unlikely to tolerate more than limited departures from group unity.

8. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other
individuals or groups to acc

   a. Minority groups are somet
   accommodate.

   b. In autocratic governments
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   c. When one country wins a w
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9. Every economic system faces
lack of enough resources to
human wants.

   Economic wants of people
   to be satisfied, since m
   services must be replenis
   ly as they are used up,
   tion is expanding, and s
   ventions create new wants

10. Prices (including wages) a
supply and demand.

   a. Other things being equal
   a good rises when the go
   supply as compared to th
   good and falls when the
   good is larger than the
   existing price.

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individuals or groups to accommodate.

a. Minority groups are sometimes forced to accommodate.

b. In autocratic governments, those who refuse to accommodate are punished.

c. When one country wins a war, it may force the defeated party to accommodate.

9. Every economic system faces scarcity or a lack of enough resources to satisfy all human wants.

   Economic wants of people seem never to be satisfied, since many goods and services must be replenished constantly as they are used up, since population is expanding, and since new inventions create new wants.

10. Prices (including wages) are affected by supply and demand.

    a. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.

11. In general business firms try to maximize profits.

    a. The incentive to achieve as large an income as possible is modified by other incentives.

12. Labor productivity may rise both from the activities of workers themselves and from the accumulation of capital and technological and managerial advance.

13. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.

14. Political power is unevenly distributed through a population.

    a. It is unlikely that one could find many genuine autocracies (rule by one) -- in complex modern government; they are very likely really oligarchies. The scope of government and the variety of clienteles demands a variety of skills which one man does not possess.

        1) Every decision maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide him with it have an important base for exerting power and influence on the official.

        2) A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.

15. Any decision is in part the pr
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and the experiences of the per
the decision.

16. The decision-maker reacts to p
other decision-makers.

17. Executive decisions are limite
factors, including permissabil

18. Taking the policy-making proce
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19. The requirements for leadershi
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charismatic leader.

20. The contrast between democrati
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21. Ideology is associated with th
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political awareness, involveme
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22. People with different ideologi
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15. Any decision is in part the product of the internalized values, the perceptions, and the experiences of the person making the decision.

16. The decision-maker reacts to pressures from other decision-makers.

17. Executive decisions are limited by many factors, including permissability.

18. Taking the policy-making process as a whole, the general strategic advantages lie with the status quo.

19. The requirements for leadership may change; as an organization or government develops, the need for leaders with administrative skills tends to replace the need for a charismatic leader.

20. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

21. Ideology is associated with those people in the political system with the greatest political awareness, involvement, and information.

22. People with different ideologies may perceive the same scene and their ideologies will give it sharply different meaning and significance -- maybe even different perceptions of the facts.

23. Most political communication depends on the use of negative and positive symbols, stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.

*24. Obstacles to communication may be social as well as physical.

25. The means may make it difficult to achieve the stated ends.

26. All of the places of earth are tied together by forces of man and nature.

    a. Man has speeded spatial interaction. Trade has drawn the world closer together.

    b. City life is heavily dependent upon trade.

    c. The world is a community of interdependent countries. (Important political happenings in one part of the world affect other parts.)

27. There are many sources of national power in dealing with other nations.

    a. Military capacity is an important factor in the development of national power, but not the only one.

    b. Differences in population, resources, and economy may be reflected in differences in national power.

28. Wars have an important econ
upon people.

29. The structure of the family
one society to another, and
to another within any socie

30 In different societies or
groups within a society, so
sentiments are strongly rep
are encouraged. As a resu
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31. Frustration may result in a

SKILLS

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1. Attacks problems in a rati

    a. Sets up hypotheses.

2. Is skilled in gathering in

    a. Adjusts reading rate to
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    b. Interprets graphs.

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28. Wars have an important economic impact upon people.

29. The structure of the family varies from one society to another, and from one group to another within any society.

30 In different societies or in different groups within a society, some emotion and sentiments are strongly repressed; others are encouraged. As a result any one group has a modal personality or personalities among its adults.

31. Frustration may result in aggression.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is in plain type.

1. Attacks problems in a rational manner.
    a. Sets up hypotheses.
2. Is skilled in gathering information.
    a. Adjusts reading rate to purpose in reading.
    b. Interprets graphs.
        1) Draws inferences from graphs.
3. Is skilled in evaluating information.

a. Checks on the accuracy of information.

  1) Checks facts against his own background of information and collects additional information when he needs it to check the facts.

  2) Checks on the bias and competency of witnesses, authors, and producers of materials.

  3) Looks for points of agreement and disagreement among witnesses and authors and other sources of information.

  4) Identifies and examines assumptions to decide whether or not he can accept them.

  5) Recognizes differences in difficulty of proving statements.

b. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

  1) Rejects post-hoc arguments.

c. Detects inconsistencies.

d. Distinguishes between relevant and irrelevant information.

  1) Identifies persuasion devices.

4. Has a well-developed time sense.

a. Makes and interprets time

b. Looks for relationships a
within one country and wi
wide time framework.

c. Has a sense of the passag

d. Sees meaningful differenc
eras; notes relationship
between institutions and
tions.

5. Is skilled in organizing and
formation and in drawing con

a. Applies previously-learned
generalizations to new dat

b. Tests hypotheses against

6. Communicates effectively with

a. Presents effective sympos

ATTITUDES

1. Is curious about social data.

2. Values objectivity and desire
values from affecting his int
of evidence.

3. Respects evidence even when i
prejudices and preconceptions

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veloped time sense.

a. Makes and interprets timelines.

b. Looks for relationships among events within one country and within a worldwide time framework.

c. Has a sense of the passage of time.

d. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

5. Is skilled in organizing and analyzing information and in drawing conclusions.

   a. Applies previously-learned concepts and generalizations to new data.

   b. Tests hypotheses against data.

6. Communicates effectively with others.

   a. Presents effective symposia.

ATTITUDES

1. Is curious about social data.

2. Values objectivity and desires to keep his values from affecting his interpretation of evidence.

3. Respects evidence even when it contradicts prejudices and preconceptions.

4. Is committed to the free examination of social attitudes and data.

5. Is sceptical of theories of single causation in the social sciences.

6. Is sceptical of panaceas.

7. Supports freedom of thought and expression.

8. Values procedural safeguards for those accused of crimes.

9. Desires to protect the rights of minorities.

GENERALIZATIONS

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Cultural traits may change through a process of diffusion.

OUTLINE NO. ONE (Not in order of

III. Although culture is always chang
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of time.

A. Russian culture has changed t
fusion and innovation from wi

1. Much of Russian culture ha
from other peoples through
diffusion.

a. The people living in wh
of as Russia borrowed m
the peoples who invadec
tral Asia.

b. The people living in wh
of as Russia borrowed m
from the Viking princes
their trade and protec
vaders.

c. The people living in wh
of as Russia borrowed m
from the Byzantines wit
and warred in the Cons

d. Russians borrowed many
from western Europe whe
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in technology.

e. Many of the Russian mov
and revolution had the
from Western Europe. (De
humanitarian ideas abou
ideas, etc. Marx in tu
from the British.)

ONS

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tain parts or elements may
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traits may change through
s of diffusion.

OUTLINE NO. ONE (Not in order of teaching.)

III. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. Russian culture has changed through both diffusion and innovation from within.

1. Much of Russian culture has been borrowed from other peoples through a process of diffusion.

a. The people living in what we now think of as Russia borrowed many traits from the peoples who invaded them from Central Asia.

b. The people living in what we now think of as Russia borrowed many cultural traits from the Viking princes who organized their trade and protected them from invaders.

c. The people living in what we now think of as Russia borrowed many cultural traits from the Byzantines with whom they traded and warred in the Constantinople area.

d. Russians borrowed many cultural traits from western Europe when the Tsars realized that Western Europe was ahead of them in technology.

e. Many of the Russian movements for reform and revolution had their origins in ideas from Western Europe. (Decembrist movement, humanitarian ideas about slaves, Marxian ideas, etc. Marx in turn borrowed ideas from the British.)

G. Cultural traits may change as a result of innovation from within a society.

G. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.

2. Parts of Russian cultur innovation from within.
   a. The village commune sia as a means of so problems faced by pe
   b. The Russian system c quite distinctive; erably from the syst Europe.
   c. The system of Zemst sian creation.

B. A number of factors facil

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   b. Tsars adopted polic new seaports in ord to the seas as they greater trade and n
   c. The Tsars set up a because of the need landowners who were
   d. The Tsars abolished faced threatened pe

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innovation from within a
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change their culture if
eel a real need for change,
y are dissatisfied with
t aspects of their culture.

2. Parts of Russian culture are the result of innovation from within.
    a. The village commune evolved within Russia as a means of solving some of the problems faced by peasants.
    b. The Russian system of feudalism was quite distinctive; it differed considerably from the system in Western Europe.
    c. The system of Zemstvos was a unique Russian creation.

B. A number of factors facilitate or hinder change

1. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.
    a. The Russians gave more power to the Tsars in order to gain protection from invaders.
    b. Tsars adopted policies of expansion to new seaports in order to gain outlets to the seas as they saw the need for greater trade and naval power.
    c. The Tsars set up a system of serfdom because of the need to gain support of landowners who were losing workers.
    d. The Tsars abolished serfdom when they faced threatened peasant revolts.

e. The Tsar granted cert
reforms as a result o
of 1905 which arose i
people became dissati
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f. Defeat in the Crimean
of 1905 led many Russ
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G. Persistence of cultural traits may result from a reluctance to change.

3. Persistence of cultural
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e. The Tsar granted certain constitutional reforms as a result of the revolution of 1905 which arose in part because the people became dissatisfied with the government after its defeat at war.

f. Defeat in the Crimean War and in the War of 1905 led many Russians to believe that economic and social reforms were necessary.

g. The people of Russia revolted twice during 1917 and set up new political systems out of disgust with the conditions under the old governments.

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2. Change instituted from above is more likely to be successful if it is enforced, that is, if sanctions are applied to people one desires to change, providing a need for change they do not feel spontaneously.

    a. Most changes in Russia were made from above when the Tsar saw the need for change because of worry about competition from the West or fear of revolt from below or foreign invasion.

    b. The Tsar applied sanctions to the Russian people, thus giving them a need to change that many did not feel.

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a reluctance to change.

3. Persistence of cultural traits may result from a reluctance to change.

G. People who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

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c. Many serfs and peas
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a. Some of the Tsars faced great difficulty in bringing about more than surface changes when they tried to westernize Russia. The masses saw no need to change and preferred their own culture.

b. The landowning classes tried to resist change which would be to their economic disadvantage.

4. Contact with other cultures frequently leads a group of people to adopt aspects of that culture. Persistence of cultural traits may be a result of a lack of exposure to conditions which further change.

   a. Diffusion from the Vikings, the Byzantines, and the invading tribes from Central Asia was the result of culture contact.

   b. Russians did not adopt many of the cultural changes in Western Europe during the period of the High Middle Ages and the Renaissance because they were cut off from contact with these people during the Mongol invasions and domination of the country.

   c. Many serfs and peasants did not change their farming techniques or other cultural ways because of lack of contact with new ideas.

   d. Contact with western ideas by army officers fighting during the Napoleonic Wars led them to develop western ideas at a

G. Certain facets of the social structure may inhibit marked social change and innovation.

G. Some values are conducive to change, some make change difficult.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations. Even when a major reorganization of a society takes place (such as a revolution), not

time when other Russians
contact did not develop

5. Certain facets of the socia
Inhibit marked social chang

   a. Family structure and the
   ture made change difficu
   the serfs were freed.

   b. Class structure may inhib
   because upper class memb
   er will fear loss of rig
   cept ideas of people of
   Many of the landowning c
   prevent the freeing of the
   liberal reforms.

6. Some values are conducive t
make change difficult.

   a. Russian attitudes toward
   rationalism and fatalism
   difficult for the Soviets
   industrialization.

   b. Russian attitudes toward
   paternalistic family stru
   lective responsibility he
   difficult to introduce ne
   niques after the freeing

C. People usually do not discard a
ly; they are more likely to mod
into new situations. Even when
ganization of a society takes p
a revolution), not all of a cul
ly modified.

time when other Russians without such contact did not develop these ideas.

5. Certain facets of the social structure may inhibit marked social change and innovation.

    a. Family structure and the communal structure made change difficult even after the serfs were freed.

    b. Class structure may inhibit social change because upper class members who have power will fear loss of rights and not accept ideas of people of lower classes. Many of the landowning classes tried to prevent the freeing of the serfs and other liberal reforms.

6. Some values are conducive to change, some make change difficult.

    a. Russian attitudes toward tradition, time, rationalism and fatalism made it more difficult for the Sovlets to introduce industrialization.

    b. Russian attitudes toward authority, the paternalistic family structure, and collective responsibility helped make it difficult to introduce new farming techniques after the freeing of the serfs.

C. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations. Even when a major reorganization of a society takes place (such as a revolution), not all of a culture is completely modified.

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as a revolution), not

all of a culture is completely modified.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

1. The old communal forms of
   were adapted to serfs and
   when serfs were freed. Th
   munal control of land was
   agricultural cooperatives
   ists when they came to pow
2. The idea of collective res
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   serfs were freed; in some
   under the communists.
3. The Patriarchal family las
   other changes within Russ
4. Autocratic rule and attit
   ority, obedience, and ter
   through many changes in R
5. The messionic attitude in
   Orthodox Church has persis
   form to the present day.
6. The belief in some religi
   vation has been adapted t
   vation through communism.
7. Even after the revolution
   Russian cultural traits p
   used by the Bolshevists.

D. Changes in one aspect of a c
effects on other aspects; ch
whether they are technologic
ganization, in ideology, or
a part of the cultural syste

1. The old communal forms of making decisions were adapted to serfs and then to the mir when serfs were freed. The system of communal control of land was adapted to the agricultural cooperatives by the communists when they came to power.

2. The idea of collective responsibility (for taxes and at law) did not change after the serfs were freed; in some forms it persists under the communists.

3. The Patriarchal family lasted through many other changes within Russia.

4. Autocratic rule and attitudes toward authority, obedience, and terror persisted through many changes in Russia.

5. The messionic attitude introduced by the Orthodox Church has persisted in modified form to the present day.

6. The belief in some religious means of salvation has been adapted to the idea of salvation through communism.

7. Even after the revolutions of 1917, many Russian cultural traits persisted and were used by the Bolshevists.

D. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

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ı one aspect of a culture
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in ideology, or whatever
part of the cultural sys-

1. Changes in the type of farming (from slash and burn to more settled types) led to changes in the patterns of land ownership and social organization among peasants.
2. Loss of markets during the period of Mongol invasions led landowners to stop producing so much for markets and to set up different relationships with peasants. This loss also resulted in great changes within the cities.
3. The introduction of some western ideas about technology under Peter the Great led to changes in other aspects of Russian life.
4. The introduction of the Greek Orthodox religion into Russia led to many changes in Russian society and helped fix ideas of authoritarianism in government as well as in religion.
5. The establishment of the Zemstvos, in part to help meet problems raised by the freeing of the serfs, led to greater educational opportunities and so greater mobility between classes.
6. The declining reputation of the Tsars and the loss of certainty about Russian superiority after defeat in the Crimean and Japanese wars led to many economic, social and political reforms.

7. Increased industrializat
need for more workers an
changes in the communal
peasants. Later, indust
affected mobility among
family structure.

8. Technological changes cr
problems both in Western
stimulating Marxism) and

G. A given culture is an integrated whole, based on fundamental postulates or values.

E. A given culture is an integ
on fundamental postulates o
the values fostered by the
came to permeate all aspect
ciety and culture (e.g. rej
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dividual responsiblity, etc

G. The greatest push to improve living levels is more likely to come from those above the bottom strata than from those at the bottom.

F. The greatest push to impro
more likely to come from th
tom strata of society than
bottom.

1. The bottom strata lacke
resources and hope for

2. Most of the reform and
ment in Russia came fro
per class intelligentsi
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est push to improve liv-
s is more likely to come
e above the bottom strata
those at the bottom.

7. Increased industrialization led to the need for more workers and helped bring changes in the communal system among peasants. Later, industrialization also affected mobility among classes and the family structure.

8. Technological changes created serious problems both in Western Europe (thus stimulating Marxism) and in Russia.

E. A given culture is an integrated whole, based on fundamental postulates or values. Some of the values fostered by the Orthodox church came to permeate all aspects of Russian society and culture (e.g. rejection of rationalism and acceptance of mysticism; attitudes toward common responsibility rather than individual responsiblity, etc.)

F. The greatest push to improve living levels is more likely to come from those above the bottom strata of society than from those at the bottom.

   1. The bottom strata lacked the education and resources and hope for change.

   2. Most of the reform and revolutionary movement in Russia came from the middle or upper class intelligentsia. (Marx and Engels were also not of the lower class.)

OBJECTIVES

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Sets up hypotheses.

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OUTLINE NUMBER TWO (in suggested orc

III. Although culture is always chang
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over long periods of

ABOUT SOCIAL DATA.

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S ABOUT SOCIAL DATA.

OUTLINE NUMBER TWO (in suggested order of teaching)

III. Although culture is always changing, certain parts or elements may persist over long periods of time.

1. Tell pupils that some people state that one of the problems facing the Soviet government is to overcome long-seated attitudes and traditions in Russian life. A study of history may help pupils decide if these analyses are right, and if so what these attitudes and traditions are. Also point out that others argue that some of the earlier attitudes and values have aided the Soviets. A study of history may help pupils decide if these people are right and if so which attitudes and values these are. Perhaps pupils will decide that both groups are right or both wrong, or they may decide that one group is right and one wrong.

2. Say: Historians are sometimes likely to state that no country can escape its history. What do you think they mean? Do you think they are right? Why or why not? (Point out that a study of Russian history may help pupils decide if this statement is true in the case of the Soviet Union.)

3. Point out on a map the part of Russia in which early events in Russian history took place and in which the nation was born. Ask: What is this part of Russia usually called? Why do you think the culture of the people living in European Russia differs considerably from that of people living in the western part of Europe? (Do not answer for the class. Let pupils set up hypotheses to test.)

4. Perhaps place books dealing with Russian history on a table in the room and let pupils have a browsing period in which they find a book which interests them for further reading or a topic in which they are particularly interested.

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he Soviet government is to overcome long-
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y find a book which interests them for fur-
or a topic in which they are particularly

S. Adjusts reading rate to purpose in reading.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Cultural traits may change through a process of diffusion.

G. Peoples who are in contact with each other are likely to borrow cultural traits from each other.

G. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

A. Early Russian history is chara
ies of invasions, by attempts
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Invasions and trade with diffe
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A. Early Russian history is characterized by a series of invasions, by attempts of princes to unite the country for protection and trade, and by quarrels among the different Russian princes. Invasions and trade with different peoples resulted in the diffusion of many culture traits of these peoples to the Slavic peoples within what is now Russia. The period is also marked by changing agricultural institutions.

5. Give pupils a list of study questions to guide their work during their study of Russian history. Or have pupils work out their own list. Perhaps have pupils read rapidly through any of a number of *brief* accounts of Russian history to find out which topics they are interested in the most. (Before they begin, discuss reading rate to use for this purpose. Be sure to have available materials of different reading levels to suit the differing reading levels in the class.)

   Now give pupils a list of suggested individual and group activities and let them suggest others. Have pupils list their first, second, and third choices on paper to turn in at the end of the period. Make assignments the next day, giving pupils a tentative schedule so that they will know when they must have their projects completed.

Lengyel, *The*
ch. 4.
Scholastic B
editors, *Sov*
2,4.
Petrovich, *S*
pp. 19-43.
Rieber & Nel
the U.S.S.R.
ch. 2.
Mandel, *Russ*
pp. 14-28.
Schlesinger,
It Is and Ho
8-20 and ch.
Whiting, *The*
Today, pp. 5
Appropriate
if brief (e.
Cultural Her
473;
Stavrianos,
Man, pp. 310

6. Give pupils time in class to work on various projects dealing with Russian history. Vary this study time with projects such as the following.

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their study of Russian history. Or have
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Lengyel, The Soviet Union, ch. 4.
Scholastic Book Services editors, Soviet Union, chs. 2,4.
Petrovich, Soviet Union, pp. 19-43.
Rieber & Nelson, A Study of the U.S.S.R. and Communism, ch. 2.
Mandel, Russia Re-examined, pp. 14-28.
Schlesinger, Communism, What It Is and How It Works, pp. 8-20 and ch. 2.
Whiting, The Soviet Union Today, pp. 59-70.
Appropriate sections in texts if brief (e.g. Welty, Man's Cultural Heritage, pp. 463-473;
Stavrianos, Global Hist. of Man, pp. 310-318.)

S. Presents effective symposia.

S. Is in the habit of looking at places and events in terms of relative location.

S. Checks on the bias and competency of authors.

a. Review with the class the differences between a symposium and a panel presentation. Discuss ways of preparing and presenting both. Have pupils who are taking part in either a symposium or a panel prepare written progress reports, indicating sources used, ways in which they are dividing up the work for the presentation, and major points to be stressed.

b. Project drawings of some of the different peoples who moved into the Russian plains in the early period of Russian history. Perhaps place drawings on a bulletin board around a map showing the areas from which the different peoples are thought to have come and to which they moved within what is now Russia. (For such a bulletin board, use pupil's drawings from past years or get volunteers to make drawings before the class begins this sub-unit.)

Carmichael
History of
Moscow, Ru
ch. 2.
Walsh, Rus
Union, p.

c. Give pupils an account of the Scythians by Herodotus. Have them read the account, do the exercise, and analyze the account. Be sure to discuss: How does Herodotus' own values affect the account? What characteristics does he describe?

See "Selec
Russian Hi
"Exercise
#1.

Now quote Walsh on modern historical interpretations about the Scyrhians. (Use excerpts and paraphrase his material on the peoples dominated by the Scythians.) Discuss: Would you put more faith in Walsh or in Herodotus' account? Why?

Walsh, Rus
Union, pp.

d. Have pupils read the early (1243) account of the Tartars written by a French knight who fought them. They should evaluate the source in terms of the bias and competency of the author.

See "Selec
Russian Hi

n the class the differences between a sym- a panel presentation. Discuss ways of pre- presenting both. Have pupils who are tak- n either a symposium or a panel prepare writ- ss reports, indicating sources used, ways in are dividing up the work for the presenta- ajor points to be stressed.	
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an account of the Scythians by Herodotus. ead the account, do the exercise, and ana- ccount. Be sure to discuss: How does own values affect the account? What char- does he describe?	See "Selected Readings in Russian History" #1 and "Exercise on Russian History," #1.
alsh on modern historical interpretations cythians. (Use excerpts and paraphrase l on the peoples dominated by the Scyth- cuss: Would you put more faith in Walsh otus' account? Why?	Walsh, Russia and the Soviet Union, pp. 8-9.
read the early (1243) account of the Tar- n by a French knight who fought them. They uate the source in terms of the bias and of the author.	See "Selected Readings in Russian History," #2.

S. Checks on the bias and competency of authors.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Sets up hypotheses.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

G. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

e. Give pupils differing accounts of how the Vikings or Varangians came to Russia. Discuss: Why do you think these accounts differ so much? Discuss the problem of historical research in this period because of the lack of written history and the dependence upon early writings made years later on the basis of oral traditions.

f. Project pictures of Russian churches and the Kremlin. Ask pupils if they have ever seen pictures of similar churches in other parts of the world. If so, where?

Now show pupils pictures of churches and other buildings showing this Byzantine influence in the eastern Mediterranean area. Have pupils compare. Discuss: Where do you think this architectural style started? How do you think it may have spread? (Have pupils test their ideas against data studied later in this sub-unit.) Perhaps show picture of corn palace at Mitchell, South Dakota. Have pupils compare this building with the ones they have just seen. Then ask: How do you think this style of architecture could have appeared in Mitchell, South Dakota? Tell pupils about the numbers of Russian immigrants to this area.

Moscow, Ru
Czars, pp.
Ewing, Our
p. 325.
Seeger, Pa
History, p
Riha, Read
vol. 1.
Walsh, Rea
vol 1.
Walsh, Rus
Union, pp.
Stavrlancs
Man, pp. 3
See "Exerc
tory," #2.
Russ. Hist
For a pict
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of Man, p.
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Moscow, Russia Under the Czars, pp. 33-36.
Ewing, Our Widening World, p. 325.
Seeger, Pageant of Russian History, pp. 8-11.
Riha, Readings in Russ. Hist., vol. 1.
Walsh, Readings in Russ. Hist., vol 1.
Walsh, Russia and the Sov. Union, pp. 18-21.
Stavrianos, Global Hist. of Man, pp. 312-13.
See "Exercise on Russian History," #2. "Selected Rdgs. on Russ. Hist.," #3.

For a picture of a Russian church, see Ewing, Our Widening World, p. 320;
or Stavrianos, Global Hist. of Man, p. 363;
or Thayer, Russia, pp. 38-39.
For pictures of Middle Eastern Byzantine architecture, see Stavrianos, p. 461, 503.

S. Sets up hypotheses.

G. Culture traits may change through a process of diffusion.

G. Culture traits may change through a process of diffusion.

G. Peoples who are in contact with each other are likely to borrow culture traits from each other.

S. Presents effective symposia.

G. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

G. People do not change their culture unless they feel a need to change.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or what-

g. Project a chart showing a number of words such as father, mother, and brother in English, French, German, and Russian languages. Ask: How do you think this close resemblance between some of the words in the different languages may have come about?

h. Have a pupil who is studying Russian show the class the Russian alphabet. Compare this alphabet with other alphabets. Does it resemble any of them?

i. Ask a Catholic priest or a Russian or Greek Orthodox priest or both a Catholic and one of the Orthodox priests to speak to the class about the differences in the two churches, particularly as they developed in the early days of the Great Schism.

*7. Have several pupils present a symposium on Russia prior to the Mongol Invasions. They should discuss the invasions from the east and south, the rule by the Vikings, the trade with the Byzantine Empire, the establishment of Kiev, the formation of a loose confederation of princes during the Kiev period and the quarrels between those princes, the early wars with neighboring peoples, and the adoption of various culture traits from those with whom the Slavs came in contact (e.g. religion, alphabet, art, architecture, ideas about rationalism and mysticism as a means of understanding their world, ideas about autocracy, etc.) Following the symposium, discuss the diffusion of culture traits and particularly the influence of the Greek Orthodox church as compared with the influence of the Russian Catholic church on western Europe. What differences were there between

Moscow, Rus
Czars, pp.
Ewing, Our
pp. 322-28.
Seeger, Pag
History, pp
Riha, ed.,
sian Histor
Walsh, ed.,
sian Histor
Stavrianos,
Man, pp. 36
Walsh, Russ
Union, ch.

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Moscow, *Russia Under the Czars*, pp. 36-43.
Ewing, *Our Widening World*, pp. 322-28.
Seeger, *Pageant of Russian History*, pp. 11-65.
Riha, ed., *Readings in Russian History*, vol 1.
Walsh, ed., *Readings in Russian History*, vol. 1.
Stavrianos, *Global Hist. of Man*, pp. 362-64.
Walsh, *Russia and the Sov. Union*, ch. 3.

ever else is a part of the cultural system.

G. All of the places of earth are tied together by forces of man and nature. (Man has speeded spatial interaction through trade.)

G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

G. Members of a class can move out of the class by various means, and this mobility may be up or down.

G. Changes in one aspect of a culture will have effects on other aspects.

G. Control of one or of a few scarce things may enable the group to get control of other scarce and valued things and thus pyramid their control of power.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

ideas of the two churches? between their role as compared with the political rulers? Why was the adoption of a different religion in Russia important in terms of the relationship of Russians with peoples in western Europe?

McClosky & Tu
tatorship, p.

(Instead of the symposium, you may wish to have all pupils read about this era of Russian History. If so, have members of the class read different books, in terms of their reading level. Discuss the same questions as those suggested for the follow-up discussion on the symposium.)

*C. Have a very capable student report on conditions among peasants during the Kiev period. He should note changes to a new type of commune as settled agriculture replaced the older shifting forms of agriculture. He should also note the factors which led to the development of large landowners, slaves, and indentured peasants.

Or have pupils read #4 in the "Selected Readings." Then discuss changes in agriculture and the effects of these changes as well as the persistence of certain traits.

Blum, Lord and
Russia, chs.
Or "Selected
sian History,"

ne two churches? between their role as com- the political rulers? Why was the adoption ent religion in Russia important in terms tionship of Russians with peoples in western

McClosky & Turner, Sov. Dictatorship, p. 28.

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capable student report on conditions among ring the Kiev period. He should note changes pe of commune as settled agriculture replaced hifting forms of agriculture. He should also ctors which led to the development of large slaves, and indentured peasants.

Blum, Lord and Peasant in Russia, chs. 2-3.
Or "Selected Readings on Russian History," #4.

ls read #4 in the "Selected Readings." Then nges in agriculture and the effects of these well as the persistence of certain traits.

S. Makes and interprets timelines.

S. Looks for relationships among events within one country and within a world-wide time framework.

S. Presents effective symposia.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Persistence of cultural traits may be the result of a lack of exposure to conditions which further change, including contact with other cultures.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

B. The Mongol invasions cut Russ
Western Europe at the time wh
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dle Ages. The invasion also
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nterprets timelines.

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tions.

B. The Mongol invasions cut Russia off from Western Europe at the time when many changes were taking place there during the High Middle Ages. The invasion also had an effect upon economic life, and upon population changes and movements within Russia, and upon the growth of autocratic ideas in Russia.

9. A committee might begin a timeline on Russian history. This timeline should be placed underneath a timeline prepared during the study of Western Europe. It should be referred to constantly as pupils study the history of Russia.

A pupil might also prepare a brief timeline of events in U.S. history to be placed beneath the timeline on Russian history. (Both timelines should be made to same scale as the one on Western Europe.)
During the study of Russian history, the teacher should frequently ask the questions: What was happening in Western Europe at this time? In the United States (for later periods in Russian history)? Do you think there were any relationships between these events in Russia and events in these other parts of the world?

*10. Have several pupils present a symposium on Genghis Khan, the Mongol invaders, and their effects upon Russia. Following the symposium, discuss these effects. Were they primarily the result of diffusion? of reaction to conquest? of the breaking off of communication and trade with western Russia? Or were they the result of a combination of these factors? Have pupils compare the role of the Orthodox Church during this period and the Catholic church in Western Europe during the Middle Ages. Also have pupils note changes in the system of landowning and the conditions of the peasants during this period. Pupils should add to their chart dealing with peasant life in Russia.

(Or instead of the symposium, you may wish to have all pupils read about the Mongol period in Russia. If so, have pupils read differing accounts suited to their reading level. Be sure to have at least one pupil read about changes taking place among peasants, landowners, and cities during this period.)

Lamb, Genghi
Moscow, Russ
Czars, pp. 4
Seeger, Page
Hist., ch. 5
Ewing, Our W
pp. 328-330;
Carmichael,
of Russia;
Riha, ed., R
sian History
Walsh, ed.,
sian History
Blum, Lord a
sia, chs. 4-
large landow
Walsh, Russi
Union, pp. 4
"Selected R
History," #5

e might begin a timeline on Russian history.
ine should be placed underneath a timeline
uring the study of Western Europe. It should
d to constantly as pupils study the history

ght also prepare a brief timeline of events
story to be placed beneath the timeline on
story. (Both timelines should be made to same
he one on Western Europe.)
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rope at this time? in the United States (for
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in Russia.

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d about the Mongol period in Russia. If so,
s read differing accounts suited to their read-
Be sure to have at least one pupil read a-
es taking place among peasants, landowners, and
ing this period.)

Lamb, Genghis Khan;
Moscow, Russia Under the Czars, pp. 43-49;
Seeger, Pageant of Russian Hist., ch. 5;
Ewing, Our Widening World, pp. 328-330;
Carmichael, Illustrated Hist. of Russia;
Riha, ed., Readings in Russian History, Vol. I;
Walsh, ed., Readings in Russian History, Vol. I;
Blum, Lord and Peasant in Russia, chs. 4-7 (on cities, large landowners, and peasants);
Walsh, Russia and the Sov. Union, pp. 47-54.
"Selected Readings on Russian History," #5.

G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (When one country wins a war, it may force the defeated party to accommodate.)

G. City life is heavily dependent upon trade.

G. Members of a class can move out of a class by various means, and this mobility may be up or down.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Obstacles to communication may be social as well as geographic.

G. Culture may change through a process of diffusion.

G. Culture may change through a process of innovation from within.

G. People do not change their behavior unless they feel a need for change.

G. In autocratic governments, those who refuse to accommodate are punished.

G. In different societies or in different groups within a society, some emotions and sentiments are strongly repressed; others are encouraged. As a result, any one group has a modal personality or personalities among its adults.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

G. Class membership carries with it certain class correlates.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Culture may change through a process of innovation from within or diffusion from other cultures.

G. People do not change their culture unless they feel the need for change.

G. Change introduced from above or without is more likely to occur if it is enforced, that is, if sanctions are applied to people one desires to change, providing a need for change they do not feel spontaneously.

C. The Princes of Moscow gradu
Mongol domination, expanded
over more and more land, se
autocratic government, and
dom into Russia. The peopl
came to believe during this
sia was the center of Greek
that the Russian people had
sion in the world.

atic governments, those
e to accommodate are

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class correletes.**

**culture is always chang-
tain parts or elements may
over long periods of time.**

may change through a pro-
innovation from within or
on from other cultures.

do not change their culture
they feel the need for change.

introduced from above or with-
more likely to occur if it is
d, that is, if sanctions are
to people one desires to
, providing a need for change
not feel spontaneously.

C. The Princes of Moscow gradually threw off Mongol domination, expanded their control over more and more land, set up a highly autocratic government, and introduced serfdom into Russia. The people of Russia also came to believe during this period that Russia was the center of Greek Orthodoxy and that the Russian people had a religious mission in the world.

*11. Have pupils read from a variety of sources about the way in which the Princes of Moscow threw off Mongol control, expanded their own control, set up an autocratic government, and established serfdom. Bring the history of Russia down to the period of Peter the Great. (Or use a symposium to present this information.)

Discuss: What effect did Ivan III's marriage to a Greek princess have upon Russia? What effect did Ivan the Terrible have upon democratic practices in Novogorod? What changes took place in Russian culture during this period? In what ways did the culture remain much the same? Why do you think Russia adopted such an autocratic government during this period? Now did the autocratic power of Ivan the Terrible compare with that of rulers in Western Europe at the same time?

Perhaps have a pupil make a large wall map showing how Russia expanded from the time the early princes of Moscow got rid of Mongol control. He should place each newly acquired area on the map as the appropriate period for this expansion is discussed in class.

Moscow, Rus
Czars, pp.
Ewing, Our
pp. 330-333
Carmichael,
of Russia;
Riha, ed.,
sian History
Walsh, ed.,
sian History
Blum, Lord
Russia, chs
Lamb, March
McClosky and
Dictatorshi
Walsh, Russ
Union, pp.

Denoyer Gep
Sov. Union

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xpanded their own control, set up an autocra-
nment, and established serfdom. Bring the
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g this period? Now did the autocratic power
e Terrible compare with that of rules in West-
at the same time?

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anded from the time the early princes of Mos-
d of Mongol control. He should place each
ired area on the map as the appropriate per-
is expansion is discussed in class.

Moscow, Russia Under the Czars, pp. 49-71;
Ewing, Our Widening World, pp. 330-333;
Carmichael, Illustrated Hist. of Russia;
Riha, ed., Readings in Russian History, vol. 1;
Walsh, ed., Readings in Russian History, vol. 1;
Blum, Lord and Peasant in Russia, chs 8-14;
Lamb, March of Muscovy;
McClosky and Turner, Sov. Dictatorship, pp. 28-29;
Walsh, Russia and the Sov. Union, pp. 55-102.

Denoyer Geppert atlas of Sov. Union

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

G. People do not change their culture unless they feel a need to change.

G. Culture may change through a process of diffusion or through innovation from within a country.

G. In political conflict there is a struggle over scarce values or goals.

G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (In autocratic governments, those who refuse to accommodate are punished.)

D. Peter the Great and Cather
to westernize Russia in or
with the west. They remai
tic rulers.

usually do not discard a
completely; they are more
to modify it to fit into
uations.

do not change their culture
they feel a need to change.

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f diffusion or through inno-
from within a country.

ical conflict there is a strug-
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nodation may occur among in-
uals having equal status and
or it may occur when one in-
ual or group is in a dominat-
osition and can force other in-
uals or groups to accommodate.
utocratic governments, those
efuse to accommodate are pun-
.)

D. Peter the Great and Catherine the Great tried to westernize Russia in order to catch up with the west. They remained highly autocratic rulers.

*12. Have a pupil given an interrupted oral report in three parts. He should begin by telling the class a bit about Peter and his early life, his trip to western Europe, and his reasons for the trip. Interrupt the report at this point to do the following:

Lamb, City of
Moscow, Russia
Czars, ch. 5;
Seeger, Pagean
History, ch. 1
Charques, Shor
sia, ch. 8;
Carmichael, I
History of Russ
Ewing, Our Wid
pp. 334-336;
Stavrianos, ed
World Hist., p
Walsh, Russia
Union, ch. 7;
Baker, Peter th

a. Have pupils read Von Korb's first-hand account of how Peter the Great revenged himself upon revolting Streltsie. Discuss: What does this account illustrate about the power of the Russian ruler in this period? about the power of nobles?

See "Selected
Russian History

l given an interrupted oral report in three should begin by telling the class a bit about is early life, his trip to western Europe, asons for the trip. Interrupt the report at to do the following:

Lamb, City of the Tsar;
Moscow, Russia Under the Czars, ch. 5;
Seeger, Pageant of Russian History, ch. 12;
Charques, Short Hist. of Russia, ch. 8;
Carmichael, Illustrated History of Russia;
Ewing, Our Widening World, pp. 334-336;
Stavrianos, ed., Readings in World Hist., pp. 341-343;
Walsh, Russia and the Soviet Union, ch. 7;
Baker, Peter the Great.

ils read Von Korb's first-hand account of how Great revenged himself upon revolting Strel- iscuss: What does this account illustrate power of the Russian ruler in this period? power of nobles?

See "Selected Readings in Russian History," #6.

G. Change introduced from above or without is more likely to occur if it is enforced, that is, if sanctions are applied to the people one desires to change, providing a need to change they do not feel spontaneously.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Persistence of cultural traits may be a result of a lack of exposure to conditions which further change or from a reluctance to change.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

S. Checks on the bias and competency of authors.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Each culture is unique.

b. Have pupils read a first hand account of how Peter tried to modernize the appearance of Russians. They should also read excerpts from the account of the Englishman John Perry who went to Russia to work for Peter the Great. What problems did he see in the attempts to westernize Russia? What factors made for resistance to or acceptance of some of the changes which Peter tried to introduce? Also discuss the accounts in terms of bias and competency of the authors. (Before the class begins reading, review kinds of questions which pupils should ask about bias and competency as they read.)

See "Selected
Russian Histo

Now have the student resume his oral report. He should elaborate upon Peter's reasons for attempting to westernize Russia, how he went about achieving his goals, the extent to which Peter was successful, and the ways in which Russian culture remained unchanged. The ensuing discussion should focus upon the process of cultural diffusion, change imposed from above, resistance to change, and the autocratic government under Peter.

13. Have a pupil prepare an imaginary diary of one of the men who accompanied Peter on his trip to Western Europe.

See sources li
in activity 12

ls read a first hand account of how Peter modernize the appearance of Russians. They so read excerpts from the account of the n John Perry who went to Russia to work the Great. What problems did he see in pts to westernize Russia? What factors resistance to or acceptance of some of the hich Peter tried to introduce? Also dis- accounts in terms of bias and competency thors. (Before the class begins reading, nds of questions which pupils should ask s and competency as they read.)

See "Selected Readings in Russian History," #'s 7-8.

student resume his oral report. He should on Peter's reasons for attempting to west- a, how he went about achieving his goals, o which Peter was successful, and the ways sian culture remained unchanged. The ensu- on should focus upon the process of cultural hange imposed from above, resistance to the autocratic government under Peter.

prepare an imaginary diary of one of the mpanied Peter on his trip to Western Europe.

See sources listed for report in activity 12.

G. Culture may change through a process of diffusion....

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. Class membership has certain class correlates.

G. Members of a class can move out of the class by various means, and this mobility may be up or down.

S. Generalizes from data.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. Class membership has certain class correlates.

G. Members of a class can move out of the class by various means, and this mobility may be up or down.

S. Checks on the bias and competency of authors.

The diary should draw comparisons between Russian life and life in Western Europe at that time.

*14. Have a capable student pretend that he is an Englishman traveling in Russia in the early 18th century. He is a diplomat or perhaps a factory owner himself and so is interested in factory conditions and factory workers. The student should write his letter which he might have written home to a government official or to a friend describing what he has learned about the use of serfs as factory workers in Russia at this time and about the rise of industry.

Blum, Lord
Russia, ch.
Walsh, Russ
Union, pp.

Ditto up this imaginary letter and distribute it to the class. After pupils have read it, discuss: How did these serfs differ from those in western Europe? How did the development of industry differ from that in England at this time?

*15. Have pupils read brief excerpts from accounts of life among serfs and nobles under Catherine. They should compare these accounts and analyze them for bias and competency of authors.

See "Selecte
Russian Hist
Hoff, Russia
Eyewitness H
54, 64-65, 6

hould draw comparisons between Russian life
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ng in Russia in the early 18th century. He
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e to a government official or to a friend
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workers in Russia at this time and about the
ustry.

Blum, Lord and Peasant in Russia, ch. 16-17.
Walsh, Russia and the Sov. Union, pp. 135-136.

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er pupils have read it, discuss: How did
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elopment of industry differ from that in
this time?

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and nobles under Catherine. They should
se accounts and analyze them for bias and
of authors.

See "Selected Readings in Russian History," #'s 9-10.
Hoff, Russia, Adventures in Eyewitness History, pp. 52-54, 64-65, 69-73.

G. People do not change their culture unless they feel a need to change.

G. Culture may change through a process of diffusion or through innovation from within a country.

G. In political conflict there is a struggle over scarce values or goals.

G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (In autocratic governments, those who refuse to accommodate are punished.)

G. Change introduced from above or without is more likely to occur if it is enforced, that is, if sanctions are applied to the people one desires to change, providing a need to change they do not feel spontaneously.

Now have a pupil who has investigated life among peasants in the 17th-18th centuries compare his findings with what the class has read. He should add information he thinks neglected in the readings.

Afterwards, have the class add to their charts on changes in the life of peasants.

Blum, Lord
Russia, ch.
pages).
Walsh, Russ
Union, pp.

*16. Have an oral report on Catherine the Great. The report should emphasize her attempts to westernize the country and to expand its boundaries and her policies toward the serfs. Again discuss the ways in which Russian culture was changed and the ways in which cultural traits persisted. Ask: Do you think that the fact that Catherine was German made any difference in her policies? Why or why not?

Schermin,
Great;
Moscow, Rus
Czars, ch.
Seeger, Pa
History, c
Charques,
Russia, ch.
Carmichael,
of Russia;
Ewing, Our
pp. 336-33

a pupil who has investigated life among peas- the 17th-18th centures compare his findings with class has read. He should add information he eglected in the readings.	Blum, Lord and Peasant in Russia, ch. 21 (scattered pages). Walsh, Russia and the Soviet Union, pp. 134-135, 137-139.
ds, have the class add to their charts on changes ife of peasants.	
oral report on Catherine the Great. The report mphasize her attempts to westernize the country xpand its boundaries and her policies toward s. Again discuss the ways in which Russian cul- changed and the ways in which cultural traits d. Ask: Do you think that the fact that Cath- s German made any difference in her policies? hy not?	Schermin, Catharine The Great; Moscow, Russia Under the Czars, ch. 6; Seeger, Pageant of Russian History, ch. 13; Charques, Short Hist. of Russia, ch. 10; Carmichael, Illust. Hist. of Russia; Ewing, Our Widening World, pp. 336-338.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Persistence of cultural traits may be a result of a lack of exposure to conditions which further change or from a reluctance to change.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

S. Looks for relationships among events within one country and within a world-wide time framework.

G. Persistance of cultural traits may be the result of a lack of exposure to conditions which further change, including contact with other cultures.

G. Culture may change through a process of diffusion.

S. Sets up hypotheses.

E. At the end of the Napole
society was very similar
in Catherine's Russia; h
ciety was undergoing a n
strains which ultimately

culture is always changing,
parts or elements may per-
er long periods of time.

ence of cultural traits may
sult of a lack of exposure
itions which further change
a reluctance to change.

usually do not discard a
ompletely; they are more
to modify it to fit into
uations.

in one aspect of a culture
ave effects on other aspects;
will ramify whether they
chnological, in social organ-
, in ideology, or whatever
a part of the cultural sys-

for relationships among e-
within one country and with-
orld-wide time framework.

tance of cultural traits may
result of a lack of exposure
nditions which further change,
ding contact with other cultures.

re may change through a process
fusion.

up hypotheses.

E. At the end of the Napoleonic Wars, Russian society was very similar in many ways to that in Catherine's Russia; however, Russian society was undergoing a number of stresses and strains which ultimately led to greater change.

Also discuss: How did Peter's and Catherine's ideas of their rule over the Russian empire compare with the ideas of rulers in western Europe at the same time?

17. Have a pupil give a very brief report on Alexander I and his role in the Napoleonic wars. Then remind pupils of the earlier report on Napoleon's invasion of Russia and his defeat. Discuss: What effect do you think the Napoleonic Wars would have upon Russia? Let pupils set up hypotheses to test.

Seeger, Pag
Hist., ch.
Moscow, Rus
Czars, ch.

uss: How did Peter's and Catherine's ideas of
e over the Russian empire compare with the
rulers in western Europe at the same time?

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in the Napoleonic wars. Then remind pupils of
er report on Napoleon's invasion of Russia and
t. Discuss: What effect do you think the
c Wars would have upon Russia? Let pupils set
eses to test.

Seeger, Pageant of Russian Hist., ch. 14;
Moscow, Russia Under the Czars, ch. 7.

S. Looks for relationships among events within one country and within a world-wide time framework.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. The structure of the family varies from society to society.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Some values are conducive to change; some make change difficult.

G. Class membership has certain class correlates.

G. Control of one or a few scarce things may enable the group to get control of other scarce and valued things and thus pyramid their control of power.

**10. If you have a classroom set of the Ewing text or her pamphlet on Slavic Society, have the entire class read about life in Russia in the period 1815-1823. Perhaps have the class fill out the section on Russia in a chart such as the following as they read. They should fill in the material on the U.S. and Western Europe afterwards.

Ewing, Ou
pp. 342-3
See also
Russian H
der's Ins
ector of
Kazar." (

Society in Russia, the U.S. and Western Europe in the period 1815-1823

Country	Form of Government	Agriculture	Form of Labor	Industry	Family Structure	Religous Institutions	Other Aspects of Social Structure
Russia							
United States							
Western Europe							

Or, if you do not have enough copies of the Ewing for all class members, have a group of students present a symposium on life in Russia in this period. They should prepare a chart to use in their presentation. Then have the other members of the class, fill in the other parts of the chart on the U.S. and on Western Europe.

Discuss: How did society in Russia during this period differ from the society under Peter the Great? How did it differ from that in the U.S.? in Western Europe? How realistic was Alexander's aim of introducing western

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on Slavic Society, have the entire class read
fe in Russia in the period 1815-1823. Perhaps
class fill out the section on Russia in a
ch as the following as they read. They should
the material on the U.S. and Western Europe
ds.

Ewing, Our Widening World, pp. 342-363.
See also "Selected Readings in Russian History" for "Alexander's Instructions to the Director of the University of Kazar." (Reading #12)

ciety in Russia, the U.S. and Western Europe in the period 1815-1823							
	Form of Government	Agriculture	Form of Labor	Industry	Family Structure	Religous Institutions	Other Aspects of Social Structure
ates							
Europe							

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fe in Russia in this period. They should pre-
art to use in their presentation. Then have the
bers of the class, fill in the other parts of
on the U.S. and on Western Europe.

How did society in Russia during this period
om the society under Peter the Great? How did
from that in the U.S.? in Western Europe? How
was Alexander's aim of introducing western

S. Sets up hypotheses.

S. Evaluates sources of information in terms of accuracy.

G. A law or policy must be effectuated and applied.

G. Executive decisions are limited by many factors (including permissibility).

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

S. Checks on the bias and competency of authors.

S. Checks on the completeness of data.

G. The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

European education and technical ideas among the upper classes without introducing the new liberal ideas of western Europe? Why? Do you think the society will become less or more like that in Western Europe during the 19th century? Why? (Let pupils set up hypotheses to test as they study Russia in the 19th century.)

Remind pupils that the Ewing account is short and therefore cannot point out all the limitations upon some of the generalizations made. Ask: Did you find any statements in this section which you think are too broad or inaccurate? (If necessary, ask further questions such as: What action did Catherine the Greak take toward the idea which Peter had established of demanding service from all nobles? Do you have any evidence that the nobles were more powerful than implied in this chapter? If so, what? etc.)

Perhaps have a pupil report on Walsh's account of the murder of Alexander's father and the role of nobles in both Catherine's reign and in this murder.

Walsh, Russia
Union, pp. 16
151, 233.

19. Have several pupils read famous Russian novels and plays dealing with Russian life during the 19th century. They should be prepared to add information to class discussions about different topics such as the life of serfs, Russian bureaucracy, the secret police, etc. They should also prepare written reports analyzing the novel or play they have read as an example of protest literature. Pupils should read about the author of their novel or play to find out how he was treated by the Russian government.

Novels. Also us
Ill. Hist. o

20. Have a group of pupils pretend to be army officers who have returned from the Napoleonic wars. They meet to plot the Decembrist revolt. They should discuss the causes of their discontent and what they plan to do

Seeger, Pagean
History, pp. 2
Ewing, Our Wid
pp. 365-366;

cation and technical ideas among the upper
out introducing the new liberal ideas of
pe? Why? Do you think the society will
or more like that in Western Europe during
tury? Why? (Let pupils set up hypotheses
hey study Russia in the 19th century.)

s that the Ewing account is short and there-
point out all the limitations upon some of
zations made. Ask: Did you find any state-
s section which you think are too broad or
(If necessary, ask further questions such
tion did Catherine the Greak take toward
ch Peter had established of demanding ser-
l nobles? Do you have any evidence that
ere more powerful than implied in this
so, what? etc.)

a pupil report on Walsh's account of the
exander's father and the role of nobles in
ne's reign and in this murder.

Walsh, Russia and the Sov. Union, pp. 161-163, 150-151, 233.

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aucracy, the secret police, etc. They should
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ad as an example of protest literature. Pu-
read about the author of their novel or play
how he was treated by the Russian government.

Novels. Also use Carmichael, Ill. Hist. of Russia.

of pupils pretend to be army officers who
d from the Napoleonic wars. They meet to
embrist revolt. They should discuss the
eir discontent and what they plan to do

Seeger, Pageant of Russian History, pp. 263-266;
Ewing, Our Widening World, pp. 365-366;

G. Culture may change through a process of diffusion.

G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (In autocratic governments, those who refuse to accommodate are punished.)

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in underlying values.

A. **SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.**

S. Checks on the bias and competency of authors.

G. Class membership has certain effect on life and behavior (class correlates).

G. The division of labor and responsibilities among castes produces a mutually interdependent, very stable, and slow-changing society.

about it. Afterwards, have the class discuss the importance of western influences upon this group.

Walsh, Ru
Union, pp
Riha, ed.
sian Hist
302. Flori
pedia of R
Union, pp.
Seeger, Pa
History,

21. Tell pupils or have someone report about the way in which the Decembrist revolters were treated by the new Tsar and about repressive measures which he instituted, including the establishment of a new secret police. Discuss: How was the conflict in this period accommodated.

*22. Have pupils read excerpts from contemporary accounts of serf life in the early part of the 19th century. Someone might also read Blum's more recent account and tell the class how this account compares with that of those they have read. Discuss the bias and competency of the authors. Have pupils add to their chart on changing conditions of Russian peasants. Also discuss: Was this a caste system? Why or why not? How did the relations of serfs and nobles affect the likelihood of cultural changes including the changes in agricultural techniques?

"Selected
History,"
Walsh, Rea
History, v
Blum, Lord
Russia, pp
441, chs.

Afterwards, have the class discuss the impor-
western influences upon this group.

Walsh, *Russia and the Sov. Union*, pp. 184-187; Riha, ed., *Readings in Russian History*, vol 2, pp. 295-302. Florinsky, ed., *Encyclopedia of Russia and the Sov. Union*, pp. 128-129. Seeger, *Pageant of Russian History*, pp. 266-268.

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Decembrist revolters were treated by the new
bout repressive measures which he instituted,
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in the early part of the 19th century. Some-
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how this account compares with that of those
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Have pupils add to their chart on changing
of Russian peasants. Also discuss: Was this
stem? Why or why not? How did the relations
nd nobles affect the likelihood of cultural
cluding the changes in agricultural techniques?

"Selected Readings in Russian History," #'s 13-14.
Walsh, *Readings in Russian History*, vol 2, pp. 348-361; Blum, *Lord and Peasant in Russia*, pp. 431-433, 436-441, chs. 22-24.

G. Persistence of cultural traits may be a result of the lack of exposure to conditions which further change or from a reluctance to change.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. Control of one or a few scarce things may enable the group to get control of other scarce and valued things and thus pyramid their control or power.

G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis they are given.

G. Class membership has certain effects on life and behavior (class correlates).

G. Members of a class can move out of the class by various means, and this mobility may be up or down.

G. Certain aspects of the social structure may inhibit marked social change and innovation. (Class structure may inhibit social change because upper class members will fear loss of rights and not accept ideas of people of lower classes.)

23. Give the class descriptive data and tables on the class system in Russia in the early 19th century, with a comparative table on slave ownership in the U.S. in 1850. Have pupils compare serf ownership in Russia with slave ownership in the U.S. during the 1850's. Which group of landowners held the largest number of slaves? Also ask pupils to note changes in serf-ownership between 1834 and 1858. What seemed to be happening to the wealth of serf-owners if measured by number of serfs owned? Now have pupils check their conclusions on the basis of this data with that shown in a table on the per cent of all serfs mortaged by landowners to government credit institutions from 1820 to 1859. What conclusions can they now draw about the wealth of the serf-owners?

See "Exerc
History."

Ask: What do you think might be causing the declining wealth and growing indebtedness of serf-owners in this period? Now read aloud John Quincey Adam's letter about the way in which nobles lived. Also quote Blum as to other reasons for the indebtedness.

"Teacher's
on the U.S.

Ask pupils to look at other data on the privileges of the nobility and on class mobility. Discuss: How does this status compare with that of the nobility in France prior to the French revolution? How easy was it for someone to move into the nobility in Russia? Out of the privileged status in Russia?

class descriptive data and tables on the class
ı Russia in the early 19th century, with a com-
table on slave ownership in the U.S. in 1850.
ils compare serf ownership in Russia with slave
ɔ in the U.S. during the 1850's. Which group
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is to note changes in serf-ownership between
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ı that shown in a table on the per cent of all
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from 1820 to 1859. What conclusions can they now
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See "Exercises on Russian History."

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nd growing indebtedness of serf-owners in this
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asons for the indebtedness.

"Teacher's Supplement to Unit on the U.S.S.R."

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ity and on class mobility. Discuss: How does
us compare with that of the nobility in France
the French revolution? How easy was it for
o move into the nobility in Russia? Out of
leged status in Russia?

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change. (Those on top tend to rationalize the justice of the stratification system as something natural.)

S. Looks for relationships among events within one country and within a world-wide time framework.

G. Culture may change through a process of diffusion.

G. People change their culture if they see a real need for change, if they are dissatisfied with present aspects of their culture.

G. People usually do not discard a culture trait completely; they are most likely to modify it to fit into new situations.

A. IS SCEPTICAL OF PANACEAS.

F. The Crimean War led to a
in Russian government and
Tsar freed the serfs, est
and had his advisors work
These reforms did not sat
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heir culture.

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trait completely; they are most
ly to modify it to fit into new
ations.

SCEPTICAL OF PANACEAS.

F. The Crimean War led to a number of reforms in Russian government and society. The new Tsar freed the serfs, established Zemstvos, and had his advisors work out legal reforms. These reforms did not satisfy many of the intelligentsia and finally Alexander II was assassinated.

24. Have a pupil give a brief oral report on the Crimean War (its purposes and its results for Russia). He should discuss the many differing opinions after the war about what should be done in Russia.

Or have several pupils role-play a discussion by a group of advisors to the Tsar on what should be done to correct the weaknesses shown by the Crimean War.

Ewing, Our Wid
pp. 366-667.

*25. Have pupils read about the freeing of the serfs. They should make a brief outline of the provisions. Discuss: Do you think this system for freeing serfs would solve the agricultural problems of Russia? Why do you think the Tsar freed the serfs?

Have pupils examine the timelines on the bulletin board to note events taking place in the U.S. and Western Europe at the time the serfs were freed in Russia. Discuss: Do you think there could have been any relationships among all of these events?

Have pupils add to their chart on changing conditions of peasants in Russia.

Stavrianos, Gl
Man, pp. 343-3
Ewing, Our Wid
p. 368.
Seeger, Pagean
History.

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Ewing, Our Widening World, pp. 366-667.

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Stavrianos, Global Hist. of Man, pp. 343-344.
Ewing, Our Widening World, p. 368.
Seeger, Pageant of Russian History.

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he time the serfs were freed in Russia. Dis-
ou think there could have been any relation-
all of these events?

add to their chart on changing conditions of
Russia.

G. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change. (Those on top tend to rationalize the justice of the stratification system as something natural.)

G. Change introduced from above or without is probably more likely to occur if it is enforced,that is, if sanctions are applied to the people one desires to change, providing a need to change they do not feel spontaneously.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

*26. Have several pupils read about reactions to the freeing of the serfs. They might then role-play a series of imaginary interviews with a freed serf, an old landowner, a government official who helped plan the reform, and a member of the intelligentsia. Discuss: Why did the landowners (nobles) accept this drastic change? What effect do you think the freeing of the serfs might have on other aspects of life in Russia?

"Selecte
History,'

27. Have a pupil write a series of editorials which might have appeared in the U.S. press just after the freeing of the serfs and a few years later when the editorial writer is trying to assess the effects of the decree.

"Selected
History,"
Florinsky
Empire,

*28. Have a pupil prepare a written summary for distribution to the class of some of the other reforms instituted by Alexander II in his early years, such as the Zemstvos, court and legal reforms, etc. The report should include a discussion of some of the kinds of work done by the Zemstvos.

Black, ed
of Russia
202;
Charques,
sia, pp.
McClosky
Dictators

eral pupils read about reactions to the freeing erfs. They might then role-play a series of y interviews with a freed serf, an old landowner, ment official who helped plan the reform, and a f the intelligentsia. Discuss: Why did the rs (nobles) accept this drastic change? What ef- you think the freeing of the serfs might have on pects of life in Russia?	"Selected Reading in Russian History," #'s 15-17.
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upil prepare a written summary for distribution lass of some of the other reforms instituted by r II in his early years, such as the Zemstvos, d legal reforms, etc. The report should include ion of some of the kinds of work done by the .	Black, ed., Transformation of Russian Society, pp. 195-202; Charques, Short Hist. of Russia, pp. 193-195; McClosky and Turner, Sov. Dictatorship, p. 34;

S. Checks on the bias and competency of authors.

G. Any decision is in part the product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Political revolutions are usually the result of multiple causes.

G. Any decision is in part the product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. The last part of the 19th ce
by increasingly severe polit
a growing demand for reform
groups of intelligentsia, a
tural problem, and a sharp
ization.

1. The assassination of his
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measures.

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cultural system.

al revolutions are usually the
of multiple causes.

cision is in part the product
internalized values, the
tions, and the experiences
person making the decision.

G. The last part of the 19th century was marked by increasingly severe political repression, a growing demand for reform by organized groups of intelligentsia, a growing agricultural problem, and a sharp rise in industrialization.

1. The assassination of his father led Alexander III to return to very repressive measures.

Have the class read the summary. Then discuss: What effects do you think these reforms might have upon Russian society?

"Selected R
sian Histor
Walsh, Russ
Union, pp.

29. Have pupils read the description of Alexander II by Kropotkin. Analyze it for bias and competency of the author.

Read aloud to the class Walsh's description of Alexander II. Ask: How do the two accounts differ? Why do you think they differ in this way? Now quote De Toqueville to the effect that the most dangerous moment for a bad government is the time when it begins to reform. Ask: Would you agree? Why or why not? After this discussion, read Walsh's statement about why Alexander's reforms seemed not to have satisfied many Russians.

"Selected R
sian Histor
Walsh, Russ
Union, p. 2
of Alexande
(analysis o
not satisfy

30. Have an interrupted oral report on the assassination of Alexander II and the reaction of his son, the new Tsar. The pupil should tell about the assasination. Then interrupt the report for the following activity.

Have the class read the letter to Alexander III written by the Executive Committee of "The Will of the People," the terrorist organization which killed Alexander II. Discuss: What effect do you think such a letter and the assasination would have upon Alexander III?

Now have the pupil resume his report and describe Alexander's reactions and what happened to the Zemstvos.

Riha, ed., R
History, vol
Walsh, Russi
Union, pp. 2

"Selected Re
History," #

class read the summary. Then discuss: What
do you think these reforms might have upon
society?

"Selected Readings in Russian History," # 18
Walsh, Russia and the Sov. Union, pp. 255-260.

ils read the description of Alexander II by
n. Analyze it for bias and competency of the

"Selected Readings in Russian History," # 19
Walsh, Russia and the Sov. Union, p. 246 (description of Alexander); p. 246-47 (analysis of why reforms did not satisfy many people).

ud to the class Walsh's description of Alexander
: How do the two accounts differ? Why do you
ey differ in this way? Now quote De Toqueville
ffect that the most dangerous moment for a
rnment is the time when it begins to reform.
uld you agree? Why or why not? After this dis-
read Walsh's statement about why Alexander's
seemed not to have satisfied many Russians.

interrupted oral report on the assassination of
r II and the reaction of his son, the new Tsar.
l should tell about the assasination. Then in-
the report for the following activity.

Riha, ed., Readings in Russian History, vol 2, pp. 371-381.
Walsh, Russia and the Sov. Union, pp. 293-294.

class read the letter to Alexander III written
xecutive Committee of "The Will of the People,"
orist organization which killed Alexander II. Dis-
hat effect do you think such a letter and the as-
on would have upon Alexander III?

"Selected Readings in Russian History," # 20

the pupil resume his report and describe Alexan-
ctions and what happened to the Zemstvos.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (In autocratic governments those who refuse to accommodate are punished.)

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

A. VALUES PROCEDUREAL SAFEGUARDS NEEDED FOR A FAIR TRIAL FOR THOSE ACCUSED OF CRIMES.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (Minority groups are sometimes forced to accommodate.)

*31. Have pupils read selections on the secret police, and the treatment of political opponents during the 19th century. Afterwards, discuss: How did the methods of arrest and treatment of those arrested compare with methods used in the U.S. at that time? with those used in Britain, France, and Germany at that time? How were political exiles treated in Siberia?	"Selected History," Kennan, Si ile System Hoff, ed., in Eyewitn 113, 140- 167.
32. Have a pupil present a report on the Russification program and the treatment of the Jews in the last of the 19th century and early years of the 20th century.	Florinsky, sian Empire Riha, ed., Hist., vol Florinsky, Russia and pp. 257-258 Karpovich, 1801-1917,

ls read selections on the secret police, and ment of political opponents during the 19th Afterwards, discuss: How did the methods and treatment of those arrested compare with sed in the U.S. at that time? with those used n, France, and Germany at that time? How were exiles treated in Siberia?	"Selected Readings in Russian History," #'s 21 and 22. Kennan, Siberia and the Exile System; Hoff, ed., Russia, Adventures in Eyewitness Hist. pp. 109-113, 140-143, 151-155, 163-167.
il present a report on the Russification pro- he treatment of the Jews in the last of the ry and early years of the 20th century.	Florinsky, End of the Russian Empire, pp. 26-28; Riha, ed., Readings in Russ. Hist., vol 2, pp. 444-445; Florinsky, ed., Encycl. of Russia and the Sov. Union, pp. 257-258. Karpovich, Imperial Russia, 1801-1917, pp. 53-54.

G. It is unlikely that one could find many genuine autocracies (rule by one) in complex modern government; they are very likely really oligarchies. The scope of government and the variety of clienteles demands a variety of skills which one man does not possess.

G. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.

G. Every decision-maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide him with it have an important base for exerting power and influence on the official.

G. The decision-maker reacts to pressures from other decision-makers.

G. The greatest push to improve living levels is more likely to come from those above the bottom strata of society than from those at the bottom.

2. The intelligentsia organiz
movements during the 19th

kely that one could find ne autocracies (rule by omplex modern government; ery likely really oligar- e scope of government riety of clienteles de- riety of skills which one ot possess.

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on-maker reacts to pres- other decision-makers.

st push to improve liv- is more likely to come above the bottom strata than from those at the

2. The intelligentsia organized many reform movements during the 19th century.

33. Discuss: Do you think the Tsar really exercised one-man rule in Russia? Why or why not? (Discuss role of powerful members of bureaucracy and the power which advisors have over even autocratic rulers.) Also discuss problems of getting orders carried out. Ask: What do you remember about the problems of our President in getting orders carried out? Do you think the Tsar might have had similar problems? Why or why not?

34. Ask: What evidence have you found so far of the existence of groups trying to bring about reforms? What methods did some of these groups use? Now tell pupils that they are going to examine some of the movements more carefully.

Have several pupils assume the roles of members of the Going to the People Movement. They should discuss their goals, why they, as members of a privileged class, joined the movement, their work with the people, and the way in which they have been treated by the Tsarist government.

"Selected Re
History," #
Riha, ed., R
sian Hist. V
370.

Do you think the Tsar really exercised one-man
ussia? Why or why not? (Discuss role of power-
rs of bureaucracy and the power which advisors
even autocratic rulers.) Also discuss problems
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he People Movement. They should discuss their
they, as members of a privleged class, joined
nt, their work with the people, and the way
hey have been treated by the Tsarist govern-

"Selected Readings in Russian History," #23
Riha, ed., Readings in Russian Hist. vol 2., pp. 357-370.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Certain aspects of the social structure may inhibit marked social change and innovation. (Family structure and communal structure may make change difficult.)

3. Although serfs had been
to get enough land, the
payments, and the commu
many from moving to the
ant population increase

gh culture is always chang-
ertain parts or elements may
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usually do not discard a
completely; they are more
to modify it to fit into
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gh culture is always chang-
ertain parts or elements may
t over long periods of time.

n aspects of the social struc-
ay inhibit marked social change
nnovation. (Family structure
mmunal structure may make change
ult.)

3. Although serfs had been freed, they failed to get enough land, they had to make high payments, and the communal system kept many from moving to the cities as the peasant population increased rapidly.

*35. Have a report on other revolutionary movements in Russia (except communism.) Be sure that the pupils include information about other work of the Populists than the Going to the People Movement and about Bakunin's ideas about anarchy and the use of violence.

McClosky and
Dictatorship

Discuss: From what social class did most of these early revolutionists come? Why do you think they did not come from the lowest class? Tell pupils that they will discuss the Marxian communist group in some detail later, just before they study the revolutions of 1917.

36. Remind pupils of the work of the Zemstvos. Ask: What group do you think carried out the education, relief, and health programs of the Zemstvos? Point out that some of the intelligentsia turned to this kind of work and away from more revolutionary activity.

37. Have a pupil prepare a model or drawing of a peasant village in Russia in the late 19th century. He should describe the model to the class during the discussion in activity 38. The class should compare it with earlier villages discussed in class.

*38. Have pupils read accounts of peasant life in the late 19th century (up to 1905). At least one pupils should read about the famine of 1891-92. Then discuss the conditions among the peasants and the communal system of control. Ask: Do you think these peasants would be contented with their lot? Why or why not? Do you think they would organize a revolt? Why or why not?

"Selected Re
sian History
Florinsky, E
sian Empire,
Black, ed.,
of Russ. Soc
97.

rt on other revolutionary movements in Rus-
communism.) Be sure that the pupils include
about other work of the Populists than the
e People Movement and about Bakunin's ideas
hy and the use of violence.

McClosky and Turner, *Sov. Dictatorship*, ch. 3.

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"Selected Readings in Russian History," #'s 24-26.
Florinsky, *End of the Russian Empire*, ch. 8.
Black, ed., *Transformation of Russ. Society*, pp. 294-97.

G. When an individual is strongly attached to a group and is in continuing contact with it, his group-anchored beliefs and behaviors are much less likely to change than as if he is far removed from the group.

G. The structure of the family varies from one society to another.

S. Interprets graphs. (Draws inferences from graphs.)

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology..

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Certain aspects of the social structure may inhibit marked social change and innovation. (Family structure and communal structure may make change difficult.)

How do you think this communal system would affect production? Why? How do you think it would affect the movement of peasants to cities to work in factories? Why?

Have pupils compare the communal system with that in earlier periods of Russian history. Have them add to their chart on changing conditions among Russian peasants. Be sure to emphasize collective responsibility and the role of fathers in this paternal family system.

39. Have a pupil make two graphs to compare: (a) total production of small grains per person in Russia, U.S. and Canada from 1899 to 1914, and (b) production per acre in Russia, the U.S. and Germany just prior to 1905.

Figures needed
found in "Selec
in Russian His

Project the graphs in class and then ask: How can you account for these differences? Do you think the lower production in Russia was due only to the type of communal system? Why or why not? (Be sure to discuss problems arising from farming separated strips of land. Compare this system with problems facing some underdeveloped peoples today.)

40. A pupil might pretend to be a government investigator sent out by the Tsar to report on peasant conditions between 1870-1900. He should prepare his report and make recommendations for changes. Ditto up this report for use by other pupils in the class.

Or have several pupils assume the roles of advisors to the Tsar between 1870-1900. They should discuss needed reforms in agriculture.

"Selected Readi
sian History,",
Walsh, ed., Rea
sian History, v
657-671.
Troyat, Daily L
Under the Last
Florinsky, End o
Empire, ch. 8.

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ll grains per person in Russia, U.S. and
399 to 1914, and (b) production per acre
U.S. and Germany just prior to 1905.

Figures needed for graphs are found in "Selected Readings in Russian History," # 27

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"Selected Readings in Russian History,", #'s 24-26, 28.
Walsh, ed., Readings in Russian History, vol. 3, pp. 657-671.
Troyat, Daily Life in Russia Under the Last Tsars, ch. 13.
Florinsky, End of the Russian Empire, ch. 8.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Technological change may create serious problems in a society.

S. Interprets graphs. (Draws inferences from graphs.)

S. Presents effective symposia.

4. Industry expanded greatly
century and brought with i
usual problems faced by co
the initial stages of an i
lution. Much of the indus
owned or controlled by the
foreigners. Thus no large
of industrialists arose in

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

5. Russia continued to have
class, a huge class of pe
ers, and only a small mid

ı one aspect of a culture
effects on other aspects;
ill ramify whether they
ological, in social organ-
in ideology, or whatever
part of the cultural sys-

ical change may create
roblems in a society.

s graphs. (Draws inferences
hs.)

effective symposia.

4. Industry expanded greatly in the late 19th century and brought with it some of the usual problems faced by countries during the initial stages of an industrial revolution. Much of the industry was either owned or controlled by the Tsar or by foreigners. Thus no large middle class of industrialists arose in Russia.

in one aspect of a culture
e effects on other aspects;
will ramify whether they
nological, in social organ-
in ideology, or whatever
a part of the cultural sys-

5. Russia continued to have a small upper class, a huge class of peasants and workers, and only a small middle class.

*41. Have a committee do the following: a. Prepare a bulletin board display on life of a factory worker in late 19th century Russia. (up to 1905). Pupils should prepare charts and drawings to illustrate what life was like. b. Make graphs showing change in industrial output, the number of industrial workers, and in foreign trade during the last part of the 19th century (up to 1905) c. Make a graph comparing industrial growth in Russia and in countries of Western Europe during this period. d. Prepare a symposium describing industrial growth (using the graphs in b and c), the role of the government in industrial development, the life of factory workers in the late 19th century (using the bulletin board in a), and early labor laws.	Walsh, ed., sian Histor 541-564; Troyat, Dai sia Under t chs. 5, 7. Gordon, Wor After Lenin laws). McClosky an Dictatorshi rates); p. changes). Florinsky, Empire, p. Walsh, Russ Union, pp. 2 "Selected R a and b.
42. Have a pupil prepare an imaginary diary of a Russian noble visiting homes and factories in 1900 or an American labor union leader visiting them.	Walsh, ed., sian Hist., 564. Troyat, Dai Last of the
43. Have class try to decide what has happened to the stratification system in Russia by 1900. Now give them a little more information about what was happening to the nobility and to the ways in which the new educational program and the bureaucratic system were affecting vertical mobility.	Black, ed., of Russ. So reference),

mittee do the following:

a bulletin board display on life of a factory
in late 19th century Russia. (up to 1905).
should prepare charts and drawings to illus-
hat life was like.

aphs showing change in industrial output, the
of industrial workers, and in foreign trade
the last part of the 19th century (up to 1905)

graph comparing industrial growth in Russia
countries of Western Europe during this per-

a symposium describing industrial growth (us-
graphs in b and c), the role of the govern-
industrial development, the life of factory
in the late 19th century (using the bulletin
n a), and early labor laws.

Walsh, ed., *Readings in Russian History*, vol. 3, pp. 541-564;
Troyat, *Daily Life in Russia Under the Last Tsars*, chs. 5, 7.
Gordon, *Workers Before and After Lenin*, ch. 1 (on labor laws).
McClosky and Turner, *Sov. Dictatorship*, p. 34 (Russian rates); p. 35 (discussing changes).
Florinsky, *End of the Russ. Empire*, p. 146
Walsh, *Russia and the Sov. Union*, pp. 290, 313, 314-316.
"Selected Readings," #28, a and b.

il prepare an imaginary diary of a Russian
ting homes and factories in 1900 or an Ameri-
union leader visiting them.

Walsh, ed., *Readings in Russian Hist.*, vol. 3, pp. 547-564.
Troyat, *Daily Life Under the Last of the Tsars*, chs. 5,7.

try to decide what has happened to the strat-
system in Russia by 1900. Now give them a
e information about what was happening to the
nd to the ways in which the new educational
d the bureaucratic system were affecting verti-
ty.

Black, ed., *Transformation of Russ. Society* (teacher's reference), pp. 242-243.

G. Members of a class can move out of the class by various means, and this mobility may be up or down.

G. The more widespread the system of education, the greater the mobility between classes.

S. Checks on the bias and competency of authors.

G. Political revolutions are usually the result of multiple causes.

H. The Russo-Japanese War in
Tsar's government into eve
pute and led to the 1905 r
the establishment of a Dum
as the agricultural reform

of a class can move out of the
various means, and this
may be up or down.

widespread the system of
n, the greater the mobili-
en classes.

on the bias and competency
rs.

l revolutions are usually
lt of multiple causes.

H. The Russo-Japanese War in 1905 brought the Tsar's government into even greater disrepute and led to the 1905 revolt and then to the establishment of a Duma and reforms such as the agricultural reforms of 1906.

44. Have pupils read briefly about the Russo-Japanese War of 1905 (on goals of Russians and lack of success) and the revolt which followed.

After reading more general sources on the revolt, pupils should read various accounts of Father Gapon and "Bloody Sunday." Afterwards, have the class analyze the accounts for bias and competency of authors and for points on which the authors agree and disagree.

Moorhead, Russian
ch. 4;
Ewing, Our Wideni
p. 370;
Seeger, Pageant c
Shub, Since Stal
Hist. of Our Tim
22;
Carmichael, Short
the Russian Revol
24-27;
Goldston, Russ. R
58-64; Karpovich,
Teall, From Tsars
sars, ch. 5.
"Selected Readin
Hist." #'s 29-31

45. Have a group of students role-play an imaginary meeting of factory workers after Bloody Sunday.

46. Have a pupil prepare a series of cartoons which might have appeared abroad after the Russian defeat in the Russo-Japanese War.

d briefly about the Russo-Japanese War of
of Russians and lack of success) and the
llowed.

ore general sources on the revolt, pupils
ious accounts of Father Gapon and "Bloody
wards, have the class analyze the accounts
mpetency of authors and for points on
rs agree and disagree.

Moorhead, Russian Revolution, ch. 4;
Ewing, Our Widening World, p. 370;
Seeger, Pageant of Russ. Hist.;
Shub, Since Stalin, A Photo Hist. of Our Times, pp. 19-22;
Carmichael, Short Hist. of the Russian Revolution, pp. 24-27;
Goldston, Russ. Revol., pp. 58-64; Karpovich, Imp. Rus., 68-71.
Teall, From Tsars to Commissars, ch. 5.
"Selected Readings in Russian Hist." #'s 29-31.

students role-play an imaginary meeting
kers after Bloody Sunday.

repare a series of cartoons which might
abroad after the Russian defeat in the
War.

G. Taking the policy-making process as a whole, the general strategic advantages usually lie with the status quo.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. In different societies or in different groups within a society, some emotions and sentiments are

47. Have a pupil prepare a report on the establishment of the Duma and changes in the electoral system for the Duma. (Why were these changes made and what effect did the changes have?) Tell pupils about the reforms related to free speech and press.

Or, have all pupils read brief accounts of the Dumas and the reforms.

Karpovick,
pp. 73-79.
Walsh, Russ
Union, pp.
Ewing, Our
370-372;
McClosky &
tatorship,
Goldston,
76-80.

*48. Outline briefly some of the agricultural reforms of 1905-06. Ask: What do you think would be the effect of these reforms?

Black, ed.,
of Russian
McClosky &
p. 33.
Florinsky,
pire, pp.
Walsh, Russ
Union, pp.

*49. Have a pupil prepare an imaginary report of a government investigator sent out in 1913 to report on what he finds has happened to peasants since the reforms of 1905-06. Ditto up this report for class use and discussion.

Florinsky,
pire, p. 24
Walsh, Russ
Union, p. 3
Florinsky,
sia and Sov

*50. Have several pupils read about the chief values and characteristics of the Russian people prior to the revolution of 1917. They should make a chart of these values and explain it to the class. Discuss: What values would Bolshevists find easiest to change or to utilize in their program to industrialize their country?

Lengyel, So
Mead, Sov.
Authority,

l prepare a report on the establishment of d changes in the electoral system for the were these changes made and what effect did have?) Tell pupils about the reforms relat- speech and press.	Karpovick, Imperial Russia, pp. 73-79. Walsh, Russia and the Sov. Union, pp. 336-340. Ewing, Our Widening World, 370-372; McClosky & Turner, Sov. Dictatorship, pp. 36-38. Goldston, Russ. Revol., pp. 76-80.
l pupils read brief accounts of the Dumas and .	
efly some of the agricultural reforms of sk: What do you think would be the effect forms?	Black, ed., Transformation of Russian Soc., pp. 302-304; McClosky & Turner, Sov. Dict., p. 33. Florinsky, End of Russ. Empire, pp. 23-24. Walsh, Russia and the Sov. Union, pp. 341.
l prepare an imaginary report of a govern- igator sent out in 1913 to report on what he appened to peasants since the reforms of itto up this report for class use and discus-	Florinsky, End. of Russ. Empire, p. 24. Walsh, Russia and the Sov. Union, p. 342. Florinsky, ed., Encyl. of Russia and Sov. Union, p. 5
l pupils read about the chief values and tics of the Russian people prior to the rev- 1917. They should make a chart of these explain it to the class. Discuss: What d Bolshevists find easiest to change or to their program to industrialize their country?	Lengyel, Sov. Union, Ch. 5. Mead, Sov. Attitudes Toward Authority, pp. 14, 26-31.

strongly repressed, others are encouraged. As a result any one group has a modal personality or personalities among its adults.

G. Some values are conducive to change and some make change difficult.

S. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

S. Has a sense of the passage of time.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Class membership has certain class correlates.

S. Looks for relationships among events within one country and within a world-wide time framework.

1. The Communist ideology is bas
of Karl Marx and Frederick En
tions and interpretations by
such as Lenin and later Sovie

y repressed, others are en-
d. As a result any one
as a modal personality or
lities among its adults.

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mptions.

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gh culture is always chang-
ertain parts or elements may
t over long periods of time.

membership has certain class
ates.

for relationships among
within one country and with-
world-wide time framework.

1. The Communist Ideology is based on the writings of Karl Marx and Frederick Engle, with modifications and interpretations by other communists such as Lenin and later Soviet leaders.

Which would make industrialization difficult and would be resistant to change? (Keep this chart to refer to again during the study of the Soviet political system.)

*51. Discuss: How did life in Russia in 1913 compare with life in western Europe and in the U.S. at that time? How did this era in Russian history compare with that of Peter the Great? of Alexander I? Have pupils look at time line of Russian history and note differing lengths of certain periods in Russian history. How long did constitutional reform have a chance to operate as against the period of autocracy?

52. Have a committee prepare a booklet on Life in Tsarist Russia in the early 20th century. It should include sections on such topics as (a) What it is like to be a peasant in Tsarist Russia, (b) What it is like to be a factory worker in Tsarist Russia, (c) What it is like to be a factory manager in Tsarist Russia, (d) What it is like to be a member of the Tsar's family in Tsarist Russia, (e) What it is like to be an underground revolutionary working to overthrow the Tsarist government in Tsarist Russia.

53. Tell pupils when Marx was born. Ask them what was happening in Europe at this time and during his early years. Remind pupils of the early effects of the industrial revolution on workers -- at least as perceived by urban

Hunt, The
Of Commun
use).
For exampl

uld make industrialization difficult and would
tant to change? (Keep this chart to refer to
ring the study of the Soviet political system.)

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western Europe and in the U.S. at that time?
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nt in Tsarist Russia.

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n Europe at this time and during his early years.
upils of the early effects of the industrial rev-
on workers -- at least as perceived by urban

Hunt, Theory and Practice
Of Communism (for teacher
use).
For example of descriptions

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Technological change may create serious problems in a society.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.

S. Looks for relationships among events within one country and within a world-wide time framework.

1. Marx's theories are un
of the times in which

a. Marx was born in 18
period of early Ind
many others he reac
saw as the evils of
living and working
of work, miserable
Marx was unaware of
ments in capitalism
would bring. Like
he believed that ca
exploit workers, an
for a society witho
Although he outward
utopian ideas, he
ideas of the perfe
the possibilities
all people could l
"as one vast famil

b. Marx grew up at a
in Europe. He liv
tion of the 1820's
lished his forst bo
revolution of 1848
was published just
but before the Jun
Marx assumed that,
tinental Europe co
without revolution
were the only solu
this time the peac
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will ramify whether they
nological, in social organ-
in ideology, or whatever
a part of the cultural sys-

gical change may create
problems in a society.

BJECTIVITY AND DESIRES TO
S VALUES FROM AFFECTING HIS
TATION OF EVIDENCE.

or relationships among
within one country and
a world-wide time frame-

1. Marx's theories are understandable in terms of the times in which he lived and wrote.

   a. Marx was born in 1818 and grew up in the period of early industrialization. Like many others he reacted against what he saw as the evils of capitalism (poor living and working conditions, long hours of work, miserable pay, child labor, etc. Marx was unaware of what later developments in capitalism and industrialization would bring. Like the utopian socialists he believed that capitalism was bound to exploit workers, and he wished to work for a society without such exploitation. Although he outwardly rejected idealistic utopian ideas, he accepted 18th century ideas of the perfectability of man and the possibilities of a society in which all people could learn to live together "as one vast family in brotherly love."

   b. Marx grew up at a time of revolutions in Europe. He lived through the revolution of the 1820's and 1830's and finished his forst book just prior to the revolution of 1848 in France. The book was published just after the February but before the June revolt in 1848. Marx assumed that, since workers in continental Europe could not get reforms without revolution, such revolutions were the only solution. He ignored at this time the peaceful gains in England and in the U.S. Later, after the bloody dwellers. If this was not done during the unit on Western Europe, read aloud quotations about conditions of work, living conditions, wages, and child labor in the early part of the 19th century. Review some of the ideas of the early Utopian socialists. Discuss: If you had been Marx, what might you have concluded about the effects of capitalism upon workers?

of living co
years of Ind
tion, see "S
on the Histo
Europe," or
Human Advent
pp. 3-6 or M
Europe in Re

54. Review the series of revolutions which swept Europe in the first half of the 19th century. Ask: What effect might these revolutions and ensuing events have had upon Marx's ideas about improving the lot of the worker?

Remind pupils of the first and second revolts of 1848 in France. How might the failure of the second revolt have affected Marx's ideas about the possibilities of achieving reforms through peaceful means? Point out that the Communist Manifesto appeared between these two revolts.

Hunt, Theory
of Communism
use).

if this was not done during the unit on West-
read aloud quotations about conditions of
g conditions, wages, and child labor in the
of the 19th century. Review some of the
e early Utopian socialists. Discuss: If
n Marx, what might you have concluded about
of capitalism upon workers?

of living conditions in early years of Industrial revolution, see "Selected Readings on the History of Western Europe," or Eisen and Filler, Human Adventure, vol. 2., pp. 3-6 or Mosse, et. al., Europe In Review, pt. 4.

eries of revolutions which swept Europe in
lf of the 19th century. Ask: What effect
revolutions and ensuing events have had up-
eas about improving the lot of the worker?

Hunt, Theory and Practice of Communism (for teacher use).

s of the first and second revolts of 1848
How might the failure of the second revolt
d Marx's ideas about the possibilities of
forms through peaceful means? Point out
munist Manifesto appeared between these two

S. Identifies persuasion devices.

S. Detects inconsistencies.

G. Most political communication depends on the use of negative and positive symbols, stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

failure of the Paris com
longer so sure that vio
was a solution, and he
peaceful reforms might
countries.

c. Marx was a propagandist
claimed to write scient
Consequently, he someti
or inconsistent stateme
tempts to win support a
sition.

d. Marx believed that he a
should be independent
he personally rejected
blind acceptance of dog
group.

e. Although Marx lived in
of his life was able t
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resulted from his dete

persuasion devices.

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he use of negative and
ymbols, stereotypes,
communication shortcuts;
communication depends on
tive manipulation of those
tools.

EVIDENCE EVEN WHEN IT CON-
PREJUDICES AND PRECONCEP-

test push to improve levels
g is more likely to come
e above the bottom strata
ty than from those at the

failure of the Paris commune, he was no longer so sure that violent revolution was a solution, and he suggested that peaceful reforms might work in some countries.

c. Marx was a propagandist, even though he claimed to write scientific history. Consequently, he sometimes made extreme or inconsistent statements in his attempts to win support and defeat opposition.

d. Marx believed that he and other men should be independent in their thought; he personally rejected the idea of blind acceptance of dogma from any group.

e. Although Marx lived in poverty and much of his life was able to write only because Engels gave him money, he was born into the middle class. His poverty resulted from his determination to write

55. Read aloud sections of the Communist Manifesto which show that Marx was a propagandist. Discuss: What effect do you think this fact would have upon his writings? Would he be very scientific and accurate or would he tend to exaggerate for effect? Why might he want to claim to be scientific rather than utopian? Does he sound at all like a utopian?

Read aloud a quotation from Engels in which Engels admits that he and Marx at times exaggerated the economic or materialist interpretations of history in order to make their point.

56. Ask pupils to imagine a society in which the government owns all means of production but also restricts freedom of speech and press. Suppose Marx were alive today and lived in such a society. Ask: Do you think he would accept the ideas of the government without speaking up if he differed with them? What risks did he run when he spoke up in Germany? In France?

Read aloud several quotations from biographers of Marx on Marx's views of the dignity of man and his obligation to think for himself.

57. Have a pupil present a report on Marx's life (not his ideas). Discuss: Do you think any of the events in Marx's life could have influenced his ideas about capitalism and the likelihood of reform through peaceful

Hook, _Marx a_
"Excerpts fro
and Frederich
tion 17.

"Teacher's S
Unit on the

Hook, _Marx a_
pp. 16-17, 4

Coolidge, _Mak_
Revolution;
Heilbroner, W
phers, ch. 6

sections of the Communist Manifesto which larx was a propagandist. Discuss: What ef- i think this fact would have upon his writ- ld he be very scientific and accurate or would exaggerate for effect? Why might he want to e scientific rather than utopian? Does he il like a utopian?	Hook, *Marx and the Marxists*. "Excerpts from Karl Marx and Frederich Engles, Selection 17.
a quotation from Engels in which Engels ad- e and Marx at times exaggerated the economic list interpretations of history in order to point.	"Teacher's Supplement to Unit on the U.S.S.R."
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several quotations from biographers of Marx views of the dignity of man and his obligation or himself.	
il present a report on Marx's life (not his iscuss: Do you think any of the events in c could have influenced his ideas about cap- d the likelihood of reform through peaceful	Coolidge, *Makers of the Red Revolution*; Heilbroner, *Worldy Philosophers*, ch. 6.

G. Culture may change through a process of diffusion.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF THE EVIDENCE.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

G. Prices (including wages) are affected by supply and demand.

S. Identifies assumptions.

G. In general business firms try to maximize profits.

and his treatment by
ities for what he wr
ator, Engles, was a

2. Marx borrowed ideas fro
and added his own to se
"scientific socialism,"

a. Marx believed that u
all previous economi
primitive communal s
were exploited for t
few who owned the me
The only way to get
tation was to have c
the means of produc
a series of ideas to
tention.

1) Marx adopted idea
English economist
the value of goo
all value over a
raw materials is
with their labor
tools and machin
by labor at an e
had the value of
ials used in the
goods.)

2) Marx believed th
paid only subsis
to keep them and
starving (and to
new laborers).

and his treatment by political authorities for what he wrote. His collaborator, Engles, was a rich man.

2. Marx borrowed ideas from a number of sources and added his own to set up a theory of "scientific socialism."

   a. Marx believed that under capitalism (and all previous economic systems except primitive communal societies), workers were exploited for the profits of the few who owned the means of production. The only way to get rid of such exploitation was to have common ownership of the means of production. Marx developed a series of ideas to explain this contention.

      1) Marx adopted ideas of 18th century English economists about what creates the value of goods. He believed that all value over and above the costs of raw materials is created by workers with their labor. Even the value of tools and machinery had been created by labor at an earlier stage. So had the value of processed raw materials used in the tools or in making goods.)

      2) Marx believed that workers would be paid only subsistence wages or enough to keep them and their families from starving (and to ensure a supply of new laborers).

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may change through a pro-
diffusion.

BJECTIVITY AND DESIRES TO
VALUES FROM AFFECTING HIS
TATION OF THE EVIDENCE.

TTED TO THE FREE EXAMINA-
SOCIAL ATTITUDES AND DATA.

(including wages) are af-
by supply and demand.

ies assumptions.

al business firms try to max-
rofits.

means? From what class did the early communist thinkers come? Was it to their economic benefit to be communists?

58. Put a chair on a desk or table in front of the room. Ask pupils what they think creates the value of this chair. Tell them that you are going to argue in the way in which Marx would have answered their statements or arguments. After telling them that Marx believed that the value was created by labor, ask them what they think Marx would have thought about what created the value of the wood and other materials which were used in making the chair. About what created the value of the tools which were used? Tell pupils that they should be thinking about his assumption about value but that the class will not analyze it in detail now. However, they need to understand his assumption in order to understand the rest of his theories. Also tell the class that Marx's value theory was borrowed from other economists of the day.

59. Remind pupils of what they have just heard about wages in the early 19th century. What do they think Marx must have thought about how employers would treat laborers? Tell pupils about his ideas in more detail. Discuss: Why would workers work for such low wages? What motive did Marx assume was the only motive which would affect the employer's determination of wage scales?

3) Marx believed that em driven by the profit would force workers t hours than needed to enough goods to pay fo Employers would seize value (created by lab above what they got p

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

4) The only way to end th tion of workers by th the means of productio to end private owners means. The means of p should be owned in co

S. Applies generalizations to new data.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

b. Marx drew upon the philos in developing his idea of materialism and his histo pretation of history.

1) Marx applied the idea (which Hegel applied t material things. Each

D TO THE FREE EXAMINA-
IAL ATTITUDES AND DATA.

eralizations to new data.

D TO THE FREE EXAMINA-
IAL ATTITUDES AND DATA.

3) Marx believed that employers were driven by the profit motive and so would force workers to work longer hours than needed to produce just enough goods to pay for their labor. Employers would seize this surplus value (created by labor over and above what they got paid).

4) The only way to end the exploitation of workers by those who owned the means of production would be to end private ownership of these means. The means of production should be owned in common.

b. Marx drew upon the philosophy of Hegel in developing his idea of dialectic materialism and his historical interpretation of history.

1) Marx applied the idea of dialectics (which Hegel applied to ideas) to material things. Each thesis (or

60. Now ask pupils to assume that they were employers who had the characteristics which Marx assumed. They find that the workers can produce enough chairs in five hours to pay for the wages they get. What would they as employers do? How would making workers work more hours help the employers? Why would workers work more hours if they are creating more value than they get paid for? Now tell pupils what Marx meant by his surplus theory of value.

61. Ask pupils what conclusions they might come to about how to help workers if they accepted Marx's ideas as explained up to this point. If someone does not suggest common ownership of the means of production, ask them if they remember any of the proposals of utopian socialists.

Before you go on to the next activity, be sure that pupils understand how Marx thought common ownership of the means of production would solve the problems which he saw in Europe in his day. Again, do not discuss the pros and cons of this proposal at this time. Merely help pupils see how Marx arrived at this conclusion. Point out that they will analyze this line of reasoning in detail later.

62. Very briefly and simply explain Hegel's idea of dialectics in terms of ideas. Now tell the clas how Marx borrowed this idea and applied it to society. Describe his dialectic in terms of economic stages.

Ask: If Marx followed the dialectic completely would the next economic stage be better or worse than the stage which came before? Would capitalism be better or worse than feudalism? Be sure that pupils understand that Marx believed in the inevitability of progress. Discuss: Was

economic society)
an antithesis (or
for a new economic
ally to a synthesi
aspects of both th
sis. That is, eac
would generate opp
seeds of its own d
would lead to a ne
which would be an
old system. This
take place until t
less society. (Th
18th century ideas
ress as well as He
dialectic.)

a) Marx believed t
stage was an ad
earlier stage.
greatly increas

S. Applies previously-learned concepts and generalizations to new data.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PRECONCEPTIONS.

b) Marx believed t
progress throug
that only after
the stage of ca
be able to reac
cialism. (In p
enced here by a
developed ideas
velopment of sc
tive times to t
revolt would ta
stage had reach
ductive capacit
capable.

economic society) would bring forth an antithesis (or forces working for a new economic society) and finally to a synthesis of the better aspects of both thesis and antithesis. That is, each economic system would generate opposition and the seeds of its own downfall. A revolt would lead to a new economic system which would be an improvement of the old system. This would continue to take place until there was a classless society. (Thus Marx accepted 18th century ideas of inevitable progress as well as Hegel's ideas of the dialectic.)

a) Marx believed that the capitalist stage was an advance over the earlier stage. It had to lead to greatly increased production.

reviously-learned concepts
alizations to new data.

EVIDENCE EVEN WHEN IT CON-
PRECONCEPTIONS.

b) Marx believed that society had to progress through each stage and that only after it had gone through the stage of capitalism would it be able to reach the stage of socialism. (In part, Marx was influenced here by an anthropologist who developed ideas of the common development of societies from primitive times to the present.) No revolt would take place until this stage had reached the highest productive capacity of which it was capable.

this idea of progress utopian or scientific?

63. Have pupils read a selection from Marx to show his emphasis upon the inevitability of certain stages following in a set order, about the impossibility of skipping stages or of having the old stage disappear until it had reached the highest productive capacity of which it was capable.

"Excerpts fr
and Fredrich
tion #1.

Discuss: Marx believed that he was living in the capitalist stage of society in western Europe. What did he think would have to happen before capitalism could be ended by socialism? Marx believed that some countries had not yet gotten rid of feudalism in favor of capitalism. What did he think would have to happen before such societies could achieve the socialist stage of society?

f progress utopian or scientific?

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"Excerpts from Karl Marx and Fredrich Engels," Selection #1.

F. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

G. All the institutions of a society are related; because of this interrelationship, a change in one institution is likely to affect other institutions.

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nstitutions of a society
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2) Marx believed that the mode of production was the important factor in determining the course of events. the mode of production refers to the relationships set up between those who owned and those who worked or used the means of production (resources, tools). This mode changed over the ages, following a set pattern of development. It provided the substructure of society. As new tools developed, the old mode would eventually prove a limiting factor on the use of these tools for greater production and the mode would change.

   a) The mode of production provided the substructure upon which all other facets of society were based. Religion, ethics, other ideas, the family system, and government were all developed as a superstructure (or result of the substructure) in order to ensure the continuance of the substructure.

      (1) Marx did not deny that ideas and inventions could affect the course of history, but he thought they would arise out of necessity because of the mode of production.

      (2) Marx believed that the state was the tool of the ruling class (the class which owned the means of production). He

64. Now define what Marx meant by means and mode of production. Tell the class his use of the terms substructure and superstructure. Ask pupils to try to think of arguments which Marx might have used to show that this relationship existed. Be sure that pupils understand Marx's emphasis upon materialistic interpretation of history and his definition of the state. Have pupils read quotations from Marx and Engels to show their point of view about the state, about religion, about the family, about morality, and about patriotism, and the attitude Marx thought workers should have toward nationalism.

"Excerpts from
and Fredrich En
tions #2-6.

t Marx meant by means and mode of produc-
e class his use of the terms substructure
ture. Ask pupils to try to think of argu-
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ed. Be sure that pupils understand Marx's
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tion of the state. Have pupils read quo-
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"Excerpts from Karl Marx and Fredrich Engels," Selections #2-6.

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G. Whenever things valued by a society are scarce, there will be differenlated access to and control of these valued and scarce things by subgroups within the society.

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thought of the state as those aspects of government which were coercive. Those who controlled the means of production would set up a government and use power to keep workers under their control.

(3) Marx believed that those who owned the means of production set up ideals of morality and religion to help them keep the workers under their control.

(4) Marx believed that nationalistic sentiments are also part of the superstructure to help preserve the interests of the ruling class. He argued that workers should be internationalist and have no nationalistic feelings.

(5) Marx believed that leaders could affect history, but that they became leaders because of the economic relationships which existed; in other words, the economic stage of society made it possible for them to use their talents and gave birth to their ideas.

3) Marx believed that there had always been a struggle between the governing class (or those who owned the means of production) and those beneath them. History was a history of class struggle.

65. Read aloud quotations from Marx and Engels on the class struggle through the ages and their statement that capitalism carried within itself the seeds of its own destruction.

"Excerpts fro
and Fredrich
Selection #7.

quotations from Marx and Engels on the class hrough the ages and their statement that cap- rried within itself the seeds of its own de-	"Excerpts from Karl Marx and Fredrich Engels," Selection #7.

Have pupils try to figure out, on the basis of what they already know why Marx and Engels believed that capitalism would be overthrown. Ask specific questions as needed to bring out the ideas. (e.g. If workers were paid only subsistence wages, who would buy the goods produced? What might happen if goods remained unsold? What would this mean to workers? etc.)

Now have the class read the statements by Marx and Engels on why capitalism would be overthrown.

66. Ask: If you accepted Marx's ideas up to this point, in what kind of a country would you expect the first proletarian revolution to come? Why? (Now tell the class what Marx believed.)

S. Applies previously-learned concepts and generalizations to new data.

G. Struggle may bring together otherwise unrelated groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.

G. Ideology is associated with those people in the political system with the greatest political awareness, involvement, and information.

G. If an individual is aware of his membership in a class, this awareness may affect his behavior.

G. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change.

G. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.

S. Sets up hypotheses.

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up hypotheses.

g) Marx urged his supporters to work with the bourgeois to aid their revolutions against old rulers; this would make possible the establishment of the capitalist societies which must exist before socialist revolutions could take place. Then, however, the workers should work to hamper the bourgeois and build support for a proletarian revolution.

5) Marx believed that revolution was inevitable. However, it would not come until the workers had become aware of what was happening to them and of the need for revolution. It was the job of the labor organizations and socialist groups to help educate them and make them aware of the cause of their misery.

   a) At first Marx believed that this revolution would have to be violent, that the owners of the means of production would never give up this ownership without a fight.

   b) After the failure of the Paris commune, Marx shifted his position somewhat.

      (1) He became worried about whether workers behind barricades could ever win against troops armed with modern weapons. He felt

67. Ask the class to consider Marx's ideas. What advice do they think he would have given to workers in countries which still had feudalism or at least governments not controlled by the middle class? (Have each pupil pretend he is Marx and write out two or three sentences of advice.)

Now have pupils read quotes from Marx's actual advice about working with the burgeoise. Compare with pupils' ideas.

"Excerpts fro
Fredrich Enge
#8.

68. Have pupils read and discuss quotations from Marx and Engels on the role of communist groups, the inevitability of a socialist society, and on chances for peaceful change. Ask: What effect do you think his statement about the possibilities of peaceful changes in such countries as the U.S. and England had upon his followers? Tell pupils what did happen.

"Excerpts from
and Fredrich
tions #9-12.

ss to consider Marx's ideas. What advice do
he would have given to workers in countries
had feudalism or at least governments not
by the middle class? (Have each pupil pre-
Marx and write out two or three sentences

"Excerpts from Karl Marx and Fredrich Engels," Selection #8.

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"Excerpts from Karl Marx and Fredrich Engels," Selections #9-12.

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S. Applies previously-learned concepts and generalizations to new data.

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they could win only if the troops came over to the side of the workers.

(2) He stated that perhaps in some countries such as England and the U.S., the revolution could come peacefully.

(3) This shift in position led his followers to divide sharply between those who thought they should work for violent revolution and those who tried to work for peaceful change.

reviously-learned concepts
alizations to new data.

6) Following the revolution, the workers would set up an economic society in which the means of production would be owned in common. Since there would now be only one class, this society of communism would be the final stage in economic development. There would be no more class struggles or revolutions.

TED TO THE FREE EXAMINA-
OCIAL ATTITUDES AND DATA.

c. Marx merely mentioned the stage of the dictatorship of the proletariat which would serve as a transitional stage between capitalism and communism.

1) Marx said that the proletariat or worker would abolish the bourgeoise state or coercive forces used by the bourgeois to oppress the workers.

69. Ask some pupil to summarize Marx's ideas about the dialectic as applied to history. Tell class that Marx indicated that communism would be the final stage in society. Ask: Given Marx's other ideas, how do you think he arrived at this conclusion?

70. Have pupils read the very brief references Marx made to the dictatorship of the proletariat. What do pupils think he thought this stage of society would be like? What would be the role of the state in Marx's sense of this word? Did Marx think of this stage as a dictatorship by the proletariat or of the proletariat by some smaller group? How did he think this state would resemble that in England or the U.S. in his era?

"Excerpts
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"Excerpts from Karl Marx and Fredrich Engels," Selection #13-14.

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S. Applies previously-learned concepts and generalizations to new data.

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In its place, it would set up a state which would use coercive force against those who opposed the new society.

2) Marx apparently saw this stage as one in which the workers would run the government through democratic forms.

3) Marx seemed to have thought of the dictatorship of the proletariat as meaning dictatorship by the proletariat (or a proletarian state). It would be a dictatorship in the same sense that he saw the older bourgeois governments in England and the U.S. as being dictatorships even though they had the forms of liberal democracy.

4) Marx envisioned this stage as one in which people would work according to their ability and be paid in terms of their work. There would not yet be enough production to provide for payment in accord with need.

previously-learned conce
eralizations to new data.

d. Marx barely mentioned the eventual withering away of the state. Knowing his interpretation of the meaning of "state" leads people to believe that he meant that the coercive forces of the government would wither away. Marx probably envisioned some other governmental functions as remaining.

Pupils will not be able to arrive at conclusions about this from the brief excerpts, but after they make guesses about these questions, point out a number of conclusions which have been drawn by those who have studied Marx's life and writings in more detail.

e.g. Hook, Marx
Marxists, pp. 3

71. Have pupils read the brief references Marx and Engels made to the withering away of the state and the kind of society which would exist in this final communist stage. Ask: Given Marx's ideas about what the state was, do you think he thought there would be no governmental functions carried out in this final stage? Why or why not? Why do you think he thought the coercive forces could be abandoned? Why did he think production would increase rapidly during the previous stage of the dictatorship of the proletariat? What effect did he think

"Excerpts from
and Fredrich En
Selections #15-

not be able to arrive at conclusions about
e brief excerpts, but after they make guesses
questions, point out a number of conclusions
een drawn by those who have studied Marx's
tings in more detail.

e.g. Hook, Marx and the Marxists, pp. 33-34.

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"Excerpts from Karl Marx and Fredrich Engels," Selections #15-16, 18.

G. Culture may change through a process of diffusion.

G. The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

G. Culture may change through a process of diffusion.

1) Since there would be
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2) Production would inc
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a. Lenin became the leade
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ist party in Russia.

1) Since there would be only one class, there would no longer need to be a state tool to put down the lower classes.

2) Production would increase greatly so that there would be enough for all. People would be working for their own good since the means of production would be owned in common. During the period of dictatorship of the proletariat they would be educated to work for the common good. Production would reach the stage at which society could put into effect the slogan: "From each according to his ability, to each according to his need." With enough for all, there would no longer be any reason to steal or for coercive forces to prevent stealing.

3) In a sense, the idea of the possibility of a society without a state was borrowed from the anarchists.

3. Marx's ideas spread to Russia, although different Russians interpreted them slightly differently.

   a. Lenin became the leader of the group which finally won control of the communist party in Russia.

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iffusion.

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this greatly increased production would have upon crime? Why? Now have pupils read Engel's description of this stage.

72. Ask pupils if they can think of any group from which Marx might have gotten the idea that society could exist without a state. Review what they learned earlier about anarchists.

73. Very briefly, tell pupils about the early developments of the communist party in Russia and Lenin's role. Have a pupil who has read a biography of Lenin (and prepared a written report) tell the class about Lenin's background. Discuss: Does Lenin's social class background support or contradict your earlier generalizations about those who push for social change?

Coolidge, Mak
Revolution
Baker, Lenin

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Coolidge, Makers of the Red Revolution
Baker, Lenin

S. Detects inconsistencies.

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They are unlikely to tolerate more than limited departures from group unity.

G. The conflict between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

b. Lenin added to and reinte
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1) Lenin argued that the
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b. Lenin added to and reinterpreted Marx's ideas even though he also stated: "You cannot eliminate even one basic assumption, one substantial part of this philosophy of Marxism (it is as if it were a solid block of steel) without abandoning objective truth, without falling into the arms of the bourgeois-reactionary falsehood."

1) Lenin argued that the communist party should be a secret revolutionary party, dominated from above in order to preserve its secrecy; the party would be the vanguard of the revolution. Workers even in labor unions could not be expected to recognize their own interests in revolution without the work of this vanguard. The communist party must consist of carefully trained, zealous, and obedient workers who would plan and carry out the revolution.

2) Although Lenin believed for many years that a bourgeois revolution and further development of capitalism must preceed a proletarian revolution in Russia, he finally gave up this idea when he saw a chance to seize power in Russia.

3) Lenin developed the idea that capitalist countries in search of new markets, would finally go to war with each other over such markets and raw materials. These wars would lead to increasing misery among the workers. The revolution might then come in the country which was

74. Read aloud Lenin's comment about the importance of not eliminating any of Marx's assumptions. Tell the class that they are about to read excerpts from Lenin's writings. They should try to decide whether or not he followed his own advice. Now have pupils read excerpts. (Go over a few at a time to make sure the pupils understand them.)

"Quotations
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Afterwards discuss: Did Lenin follow his own advice? (Repeat Lenin's comment used at beginning of activity.) Did Lenin differ at all from Marx? If so, how did he differ? What did he add to Marx's discussion of the withering away of the state? to his discussion of the seeds of destruction within capitalism?

Tell pupils that Lenin might have thought the same act ethical if committed by one man and unethical if committed by another. Why? What implications would this kind of ethical system have for society if it were practiced by other groups?

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e about to read excerpts from Lenin's writ-
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"Quotations from Lenin --
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A. IS SKEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. IS SKEPTICAL OF PANACEAS.

4. The ideas of Marx and Le
on a series of assumptio
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the weakest link in capitalism because it would be the least able to withstand the problems raised by war.

4) Lenin interpreted the Dictatorship of the Proletariat to mean the dictatorship of the proletariat by the leaders of the Communist Party as well as the dictatorship over the older owning class. He also expanded upon Marx's writings about what this stage would be like and what would have to be accomplished during this stage. (At first he though anyone who was literate could handle the general bookkeeping jobs of running industry; later he changed his mind.)

5) Lenin developed further the idea of the withering away of the state. He explained that some people would still not do as society wished them to, but people would rise up and put them down. (This suggests punishment by mobs without judicial safeguards.)

6) Lenin expounded upon communist morality; anything was moral which helped the class struggle. He developed fairly fully the idea that the ends justify the means.

PTICAL OF THEORIES OF SINGLE
ION IN THE SOCIAL SCIENCES.

PTICAL OF PANACEAS.

4. The ideas of Marx and Lenin are based upon a series of assumptions which are questioned seriously by present-day social scientists. Moreover a number of their predictions have not come true.

75. Have pupils look back at the ideas of Marx and Lenin. They should make a list of the assumptions and a list of the predictions.

Hold a class discussion in which pupils analyze these assumptions and try to decide whether or not the pre-

Good analysis
and prediction
in Hunt, Theor
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s look back at the ideas of Marx and Lenin. d make a list of the assumptions and a list edictions.

ass discussion in which pupils analyze these ns and try to decide whether or not the pre-

Good analysis of assumptions and predictions can be found in Hunt, Theory and Practice of Communism and in Hook, Marx and the Marxists.

S. Identifies and examines assumptions to decide whether or not he can accept them.

S. Applies previously-learned concepts and generalizations to new data.

S. Checks facts against his own background of information and collects additional information when he needs it to check the facts.

S. Rejects post-hoc arguments.

S. Recognizes differences in difficulty of proving statements.

G. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.

G. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.

G. Labor productivity may rise both from the activities of workers themselves and from the accumulation of capital and technological and managerial advance.

a. Economists challenge Marx
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a. Economists challenge Marx's theory of value, his wage theory, and his idea that there could ever be enough production so that people would not be in conflict over the distribution of goods. Economists believe that people's ideas about what they need are constantly expanding even as production expands. Economists also challenge the idea that depressions are inevitable within a capitalist country. They believe that new ideas about built-in-stabilizers can prevent serious economic crashes.

b. Historians challenge Marx's materialistic interpretation of history and his assumption of constant progress. They point out his own role and the role of Lenin and chance in changing history as a contradiction of his ideas. They also point out that inventions do not necessarily lead to changes in the mode of production, and that sometimes new scientific ideas (such as the discovery of atomic energy) may have little economic stimulus but may have tremendous impact upon historical events.

dictions have come true. If they cannot answer the questions about all of the predictions, let them wait to answer some of them until later in the unit. However, you may help them analyze the ideas by questions such as the following:

a) Can you think of any country or countries in which the government of a capitalist economy was overthrown by a group which did not set up a dictatorship of the proletariat aimed at establishing communism? If so, how did this event fit in with Marx's predictions?

b) How could Marx have explained in Marxian terms his own great influence on history? Would you accept such an explanation?

Draw upon what pupils have learned in seventh grade sociology, in ninth grade economics, in tenth grade American history, and in the unit on western Europe as you have pupils analyze Marxian theories. Tell pupils to keep the list of predictions to help them see how Marxian ideas have worked out in the Soviet Union.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Economic wants of people seem never to be satisfied, since many goods and services must be replenished constantly as they are used up, since population is expanding, and since new inventions create new wants.

c. Historians also point ou
of some of Marx's predic
true.

1) The poor got richer r
poorer, and the middl
larger rather than sm

2) Governments in democr
passed reform measure
not be thought of as
by the owners of the
tion. Even in autocr
some reforms came wi
volt (albeit through
revolt).

3) The communist revolu
in a country which w
dustrialized. Nor h
economy reached anyw
point of exhausting
of increasing produc
argued that capitali
Europe had outlived

omic system faces scar-
lack of enough produc-
rces to satisfy all hu-

ants of people seem never
sfied, since many goods
es must be replenished
as they are used up,
lation is expanding, and
inventions create new wants.

c. Historians also point out the failure of some of Marx's predictions to come true.

1) The poor got richer rather than poorer, and the middle class grew larger rather than smaller.

2) Governments in democratic countries passed reform measures which could not be thought of as measures desired by the owners of the means of production. Even in autocratic countries, some reforms came without actual revolt (albeit through the threat of revolt).

3) The communist revolution came first in a country which was not highly industrialized. Nor had the capitalist economy reached anywhere near the point of exhausting its possibilities of increasing production. (Marx had argued that capitalism in western Europe had outlived its usefulness

and that it was ready

4) Some governments of ca omies have been replac or Nazi governments; s violates Marx's idea o through which society

5) The state has not with Soviet Union or any ot ter a communist dictat established. Nor have brought about a class

6) Countries under the co ist parties may be jus and nationalistic as tries. Indeed, for ye Union forced communis countries to work for ests of Russia rather seemed best within th

d. Social scientists also c of the Marxian assumptio nature.

G. Frustration may result in agression.

1) They believe that cri economic causes and t to occur and would ne against it even if th be enough production needs.

G. The incentive to achieve as large an income as possible is modified by other incentives.

2) The believe that non-tives may be powerfu and that even owners acted out of motives motives.

and that it was ready for a revolt.)

4) Some governments of capitalist economies have been replaced by fascism or Nazi governments; such a change violates Marx's idea of the set stages through which society would pass.

5) The state has not withered away in the Soviet Union or any other country after a communist dictatorship has been established. Nor have any of them brought about a classless society.

6) Countries under the control of communist parties may be just as imperialist and nationalistic as capitalist countries. Indeed, for years the Soviet Union forced communist parties in other countries to work for the best interests of Russia rather than for what seemed best within their own country.

d. Social scientists also challenge some of the Marxian assumptions about human nature.

1) They believe that crime has many non-economic causes and that it is likely to occur and would need state measures against it even if there could ever be enough production to satisfy all needs.

2) The believe that non-economic incentives may be powerful incentives, and that even owners have frequently acted out of motives other than profit motives.

ion may result in agres-

entive to achieve as large
ne as possible is modified
r incentives.

G. The means may make it difficult to achieve the stated ends or goals.

3) They believe that the m
ify the ends; that peop
powerful dictators and
serious repression aga
may not be willing to
They may fear to as we
sire to.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

5. Russian communists, includin
influenced by Russian cultur
by Marx. This Russian influ
partly responsible for diffe
Lenin and Marx over such mat
of the communist party, the
communist party and the dict
proletariat.

S. Applies previously-learned concepts and generalizations to new data.

6. The Communists in Russia tri
Marxist ideas, but they were
their beliefs. They were ac
not initiate the revolution
the first revolution of 1917
just one of a number of grou
for change within Russia.

S. Checks on the bias and competency of authors.

A. IS SKEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. Political revolutions are usually the result of multiple causes.

1. The first Russian revolution of
a strike rather than a revolt;
spread. The revolution resulted
of causes including the inabil
ist government to cope with the
food transport, military suppl
during the war, the growing dis
of the Russians with the inequa

make it difficult
stated ends or

ure is always chang-
parts or elements may
long periods of time.

ously-learned concepts
ations to new data.

bias and competency

OF THEORIES OF SINGLE
THE SOCIAL SCIENCES.

olutions are usually
multiple causes.

3) They believe that the means may modify the ends; that people who become powerful dictators and who have used serious repression against opponents may not be willing to give up power. They may fear to as well as not desire to.

5. Russian communists, including Lenin, were influenced by Russian culture as well as by Marx. This Russian influence may be partly responsible for differences between Lenin and Marx over such matters as the role of the communist party, the control of the communist party and the dictatorship of the proletariat.

6. The Communists in Russia tried to spread Marxist ideas, but they were divided in their beliefs. They were active but did not initiate the revolution of 1905 nor the first revolution of 1917. They were just one of a number of groups working for change within Russia.

1. The first Russian revolution of 1917 began as a strike rather than a revolt; however it soon spread. The revolution resulted from a number of causes including the inability of the Tsarist government to cope with the problems of food transport, military supplies, and inflation during the war, the growing disgust of some of of the Russians with the inequalities in the

76. Have pupils look once again at Lenin's ideas and the differences between them and those of Marx. Ask: Can you think of any Russian values or events which might have influenced Lenin to develop these differing ideas? (Tell pupils to consider this question further as they study the period in which Lenin was in power in Russia.)	See McClosky anc Sov. Dictatorsh
77. Tell pupils very briefly about some of the early work of the communists in Russia and about the split which developed. Point out that they will find out more about the role of the communists as they study the revolutions of 1917. Now have pupils read the Bolshevist Manifesto about World War I. Discuss: How does this manifesto fit in with Marxian theory?	McClosky and Tu Dictatorship, p "Selected Readi History." #32.
78. Have several pupils read and compare different books and eye-witness reports dealing with the first Russian Revolution and the causes of revolution. They should prepare a panel discussion on the causes and precipitating events. They should tell the class something about their assessment of the bias and competency of the authors of the materials they have read.	Florinsky, End Empire; Carmichael, Sho the Russ. Revol Carmichael, Ill of Russia; Moorehead, Russ

ook once again at Lenin's ideas and the etween them and those of Marx. Ask: Can any Russian values or events which might ed Lenin to develop these differing ideas? o consider this question further as they iod in which Lenin was in power in Russia.)	See McClosky and Turner, Sov. Dictatorship, ch. 3.
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pupils read and compare different books and reports dealing with the first Russian Revo- e causes of revolution. They should prepare ussion on the causes and precipitating events. tell the class something about their assess- bias and competency of the authors of the ma- have read.	Florinsky, End of the Russian Empire; Carmichael, Short Hist. of the Russ. Revolution; Carmichael, Illustrated Hist. of Russia; Moorehead, Russian Revolution;

G. People do not change their culture unless they feel a need for change.

G. There are many sources of national power in dealing with other nations. (Military capacity is an important factor in the development of national power, but not the only one. Differences in population resources, and economy may be reflected in differences in national power.)

S. Generalizes from data.

G. Wars have an important economic impact upon people.

G. Political revolutions are usually the result of multiple causes.

G. The world is a community of interdependent countries. (Important political happenings in one part of the world affect other parts.)

social system, and the poverty
combined with ideas about how t
might be overcome, etc. Some c
were taken over from Western Eu

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any sources of national
aling with other nations.
apacity is an important
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Adams, ed., Russ
and Bolshevik Vi
and How?
Goldston, Russian
pp. 90 ff;
Teall, From Tsar
sars, chs. 6-8 an
107;
Hendel, ed., Sovi
pp. 194-200.

Have all pupils read an eye-witness account of the first revolt. Each should write a brief written statement comparing his account with the information presented by the panel. He should also assess the bias and competancy of the author.

"Selected Reading
History," # 33.
Eisen and Filler,
Adventure, vol 2.
130.

Now have the class compare the causes of the Russian revolution with those of other revolutions they have studied (in the U.S. and in Western Europe).

79. Have pupils prepare a series of graphs showing what happened to different groups within Russia during World War I. (e.g. Real wages of industrial workers, peasants, professionals, etc.) Project in class and discuss.

Data for graphs c
in Florinsky, End
Russian Empire, c
pp. 189-191.

80. Have a pupil pretend to be an American newspaper reporter who interviews the following people after the March 1917 revolution: (1) a factory worker, (2) a Russian soldier who has been wounded and has returned from the front, (3) a peasant, (4) a member of the intelligentsia.

Florinsky, End of
Empire.

81. Have pupils prepare a mock newspread for a U.S. newspaper on reactions from capitals of the world to the overthrow of the Tsar.

Adams, ed., Russ. Revolution and Bolshevik Victory, Why and How?
Goldston, Russian Revolution, pp. 90 ff;
Teall, From Tsar to Commissars, chs. 6-8 and pp. 102-107;
Hendel, ed., Soviet Crucible, pp. 194-200.

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"Selected Readings in Russian History," # 33.
Eisen and Filler, eds., Human Adventure, vol 2., pp. 123-130.

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Florinsky, End of the Russian Empire.

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A. IS SKEPTICAL OF SINGLE FACTOR THEORIES OF CAUSATION.

G. Political revolutions are usually the result of multiple causes.

G. People with different ideologies may perceive the same scene and their ideologies will give it sharply different meaning and significance -- maybe even different perceptions of the facts.

S. Checks on the bias and competency of authors.

G. Political revolutions are usually the result of multiple causes.

S. Identifies persuasion devices.

S. Detects inconsistencies.

G. Most political communication depends on the use of negative and positive symbols, stereotypes, and other communication shortcuts; effective communication depends on

J. The Bolshevists were able to ga a second revolution in large pa Provisional government continued unable to win victories or hand and transport, and put off refo the peasants and workers until war.

F SINGLE FACTOR
USATION.

olutions are usually
multiple causes.

fferent ideologies
the same scene and
ies will give it
rent meaning and sig-
maybe even different
f the facts.

bias and competency

olutions are usually
multiple causes.

rsuasion devices.

sistencies.

l communication de-
use of negative and
ols, stereotypes,
munication shortcuts;
munication depends on

J. The Bolshevists were able to gain control in a second revolution in large part because the Provisional government continued the war, was unable to win victories or handle supplies and transport, and put off reforms to satisfy the peasants and workers until the end of the war.

82. Have a group of pupils present a mock meeting of several of Lenin's conspirators to discuss what they should do about overthrowing the provisional government. (They should analyze the weaknesses of the Provisional government as they discuss their plans.)	Florinsky, End Empire; Moorhead, Russi Carmichael, Sho the Russian Rev Goldston, Russ. Walsh, Russia a Union, pp. 379- Teall, From Tsa sars; Hendel, ed., So pp. 200-219.
83. A pupil might write or present an imaginary speech of a Bolshevist just prior to the second revolution of 1917.	
84. Have pupils read several eye-witness accounts of the second revolution of 1917 and of the way in which the Bolshevists threated the new Constitutional Assembly which met after they seized power. Discuss: Was the second revolution of 1917 inevitable?	"Selected Readi sian History," Moss, et. al., view, pp. 426-2 Assembly).
85. Now have pupils read some of the earliest posters and decrees issued by the Bolshevists after their revolution. Discuss the persuasion devices used and the appeals made to the people. Also ask: Did the land decree seem to fit Marxian aims? Did the Declaration of the Rights of the Russian People seem to agree with Lenin's ideas about democracy and dictatorship of the communist party? What do you think was the purpose of the decree abolishing classes?	"Selected Readi History," #' 3

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spirators to discuss what they should do
ving the provisional government. (They
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Florinsky, End of the Russian Empire;
Moorhead, Russian Revolution;
Carmichael, Short Hist. of the Russian Revolution;
Goldston, Russ. Revol.,;
Walsh, Russia and the Sov. Union, pp. 379-388;
Teall, From Tsars to Commissars;
Hendel, ed., Sov. Crucible, pp. 200-219.

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"Selected Readings in Russian History," # 34.
Moss, et. al., Europe in Review, pp. 426-230 (Constituent Assembly).

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and dictatorship of the communist party?
ink was the purpose of the decree abolish-

"Selected Readings in Russian History," #' 35.

the effective manipulation of those symbolic tools.

G. Struggle may bring together otherwise unrelated persons and groups.

G. The world is a community of interdependent countries. (Important political happenings in one part of the world affect other parts.)

K. The Bolshevists faced a civil wa
to serious economic as well as m
lems. They adopted several poli
fered from those they had advoca

A. IS SKEPTICAL OF THEORIES OF SINGLE-CAUSATION IN THE SOCIAL SCIENCES.

G. Wars have important economic impact upon people.

S. Checks on the bias and competency of witnesses, authors, and producers of materials.

manipulation of those s.

oring together other- d persons and groups.

a community of inter- ntries. (Important penings in one part affect other parts.)

K. The Bolshevists faced a civil war which led to serious economic as well as military problems. They adopted several policies which differed from those they had advocated earlier.

OF THEORIES OF SINGLE- THE SOCIAL SCIENCES.

ortant economic impact

bias and competency authors, and producers

86. A committee might prepare an imaginary newspaper after the second revolution of 1917. The newspaper should include news, editorials, biographical sketches of Lenin, news about other events at the same time -- such as war news, political cartoons, etc.	
87. Have several pupils role-play a meeting of the President's cabinet in this country after the Bolshevik revolution and beginning of the Civil War. Or have a pupil give an oral report on the Russian civil war and on the American and European expeditionary forces to Russia. Discuss: How do you think a Russian might react if he hears that America would never attack Russia unless Russia attacked first?	Kennan, *Decision* *vene*; Walsh, *Russia an* *Union*, ch. 21.
88. Have pupils read the report of an interview with an escaped Russian socialist about economic conditions in Russia in 1919. Ask: Suppose you had been an American cabinet member at the time. The President asks you if you think these economic conditions in Russia are the result of the Bolshevist economic measures. How would you reply?	"Selected Readin History," # 36.
89. Show the film: *Nightmare in Red*. Discuss the factors leading up to the revolution and the problems which arose as a reult of the civil war. Compare the film with things	Film: *Nightmare*

ght prepare an imaginary newspaper after olution of 1917. The newspaper should editorials, biographical sketches of Lenin, er events at the same time -- such as war l cartoons, etc.	
upils role-play a meeting of the Presi- in this country after the Bolshevik rev- eginning of the Civil War.	Kennan, *Decision to Intervene*; Walsh, *Russia and the Sov. Union*, ch. 21.
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: *Nightmare in Red*. Discuss the factors lead- revolution and the problems which arose the civil war. Compare the film with things	Film: *Nightmare in Red*,

S. Identifies persuasion techniques.

S. Looks for points of agreement and disagreement among witnesses and authors and other sources of information.

S. Detects inconsistencies.

G. Even when a major reorganization of a society take place (such as a revolution), not all of culture is completely modified.

G. Groups engaged in contined struggle with the outside tend to be intolerant within. They are unlikely to tolerate more than limited departures from group unity.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. The requirements for leadership may change; as an organization or government develops, the need for leaders with administrative skills tends to replace the need for a charismatic leader.

L. Stalin used his position as s
Communist party to put his ow
sitions of control so that he
out over Trotsky after Lenin'
Stalin opposed Trotsky's idea
lution and industry-wide plan
these ideas when he came to p

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velops, the need for leaders
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e need for a charismatic

L. Stalin used his position as secretary of the Communist party to put his own men into positions of control so that he was able to win out over Trotsky after Lenin's death. Although Stalin opposed Trotsky's ideas of world revolution and industry-wide planning, he adopted these ideas when he came to power.

which pupils have read. Analyze the film for propaganda devices. (Postpone discussion of early years of Bolshevik rule until after reading in activity 90.)

90. Have pupils read different accounts about the early period of Bolshevist control until Stalin came to power. (Each should read something at his own level of reading ability.) Discuss the problems facing the Bolshevists' government and how they tried to solve them. Discuss: To what degree were Lenin's actions influenced by his ideology? by practical desire to stay in power? by Russian values and attitudes? How did Lenin view Stalin shortly before he died? Why was Stalin able to win out over Trotsky? How did their ideas differ? Tell pupils to look carefully at Stalin's ideas later in the unit to see if he shifted them more or less readily than Lenin did.

Teall, From Tsars
sars, pp. 107-140;
Goldston, Russian
ch. 9;
Shub, Since Stalin
Coolidge, Makers o
Revolution;
Carmichael, Illus,
Russia;
Ewing, Our Widenin
pp. 301-384;
McClosky and Turne
tatorship, chs. 4-
Hendel, ed., Sov.
pp. 220-226 and ch
Walsh, Russia and
Union, ch. 22;
Eisen and Fuller,
Adventure, vol. 2.
Mosse, et.al., Eur
pp. 210-11 (Lenin's
on Stalin).

91. A pupil might read Animal Farm and analyze it in the light of the early period of the Bolshevik revolution. He will need to read a good history of this period or perhaps a biography of Stalin.

Orwell, Animal Far

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ter reading in activity 90.)

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control until Stalin came to power.
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Teall, From Tsars to Commissars, pp. 107-140;
Goldston, Russian Revolution, ch. 9;
Shub, Since Stalin, pp. 34-53;
Coolidge, Makers of the Red Revolution;
Carmichael, Illus. History of Russia;
Ewing, Our Widening World, pp. 381-384;
McClosky and Turner, Sov. Dictatorship, chs. 4-5;
Hendel, ed., Sov. Crucible, pp. 220-226 and chs. 3-9;
Walsh, Russia and the Sov. Union, ch. 22;
Eisen and Fuller, eds., Human Adventure, vol. 2., pp. 130-134.
Mosse, et.al., Europe in Review, pp. 210-11 (Lenin's statement on Stalin).

d Animal Farm and analyze it in the
y period of the Bolshevik revolution.
ead a good history of this period or
hy of Stalin.

Orwell, Animal Farm

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Test hypotheses against data.

92. Give pupils an exercise on limitations of data dealing with changes in the early years of Bolshevism.

"Exercises on Ru
tory."

93. Have several pupils prepare a "Who's Who in Russian History." They should add to it during later phases of their study of the U.S.S.R.

94. Have pupils go back to the list of hypotheses which still remained untested at the end of the sub-unit on geography and to the hypotheses developed early in the sub-unit on history. Let them analyze these hypotheses in the light of the data they have collected during their study of Russian history. Which can they accept? Which should they reject? Which should they modify? Which ones remain untested?

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"Exercises on Russian History."

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